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STATISTICS OF REGISTRATION IN AMERICAN UNIVERSITIES AND COLLEGES, 1940

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FACED with selective military service and other consequences of the war abroad, the majority of American colleges and universities are maintaining the high plateau of enrolment reached during the late 'thirties. Of 647 institutions listed both last year and this, 348 report small gains in attendance, 296 report small losses, with three having precisely the same figures in both years. For all these institutions, the aggregate increases in full-time and grand total enrolments are less than one per cent.

Many collegiate administrators believe that current attendances, which they regard as satisfactory, are due, in considerable measure, to two factors: (1) the provision of the 1940 Selective Training and Service Act, which permits drafted students to defer the beginning of service until the close of the present academic year, and (2) the continuance of NYA payments of an average of $15 monthly for work performed by undergraduates and $30 for work by graduate students, which go to approximately 10 per cent. of the enrolment of full-time students.

A decrease of 2 per cent. in the number of 1940 freshmen in five large fields of study in 643 institutions would appear to forecast a somewhat lower enrolment total in 1941–42.

There are aggregates of 883,594 full-time students and of 1,347,146 grand total (including part-time and summer-session students) in 652 approved colleges and universities in all parts of the United States which responded with attendance reports as of November 1. These figures do not include certain teachers colleges and separate junior colleges. The 1940 "Junior College Directory" of the American Association of Junior Colleges lists 575 junior colleges as having total enrolments of 196,710 students in 1939–40.

As to types of approved institutions, it is of special interest that this year attendances in colleges and universities under private control show slightly larger percentage gains than those in state and other universities under public control.

As to geographical distribution, it may be observed that the stabilization of enrolment is widespread. The largest increase over 1939 is in the South Atlantic division, where the leaders are the District of Columbia and North Carolina, and in the East South Central division, where Alabama and Tennessee record the largest gains.

STATEMENT OF BASIS OF THIS STUDY

This 1940 study of enrolment is based upon the lists of institutions accredited by regional associations and compiled by the Council on Medical Education of the American Medical Association. It includes universities and senior colleges approved by the Middle Atlantic States Association of Colleges and Secondary Schools, the North

Central Association of Colleges and Secondary Schools, the Northwestern Association of Secondary and Higher Schools, the Southern Association of Colleges and Secondary Schools and the institutional members of the New England Association of Colleges and Secondary Schools. All the universities and senior colleges in the AMA compiled list were invited to report their enrolments; nearly all responded. Of the 652 institutions reporting, about 285 are also on the accepted list of the Association of American Universities, a national list.

In Table I, the classification is in accordance with the recommendations of a committee of the Association of American Colleges. There are distinct advantages for comparison in bringing together data of institutions which are alike in organization and purpose. Should there be any misinterpretations in the classifications of Table I, the writer will welcome suggestions from the heads of the institutions concerned.

Table II assembles full-time student totals according to the accepted geographical divisions of the United States.

Table III gives figures in detail for 30 universities which have been included for many years in statistical articles in *Science* and later in SCHOOL AND SOCIETY.

Table IV shows comparisons in enrolment for 1939 and 1940 in classified institutions.

Table V lists the 25 states having the largest aggregate enrolments of full-time students.

Table VI presents the 25 largest institutions of the United States reporting in this study.

Table VII presents an analysis of freshman enrolments of 1939 and 1940 in 643 institutions.

In all tables there is a differentiation between the enrolment of full-time and part-time undergraduates. For this series the full-time student is defined as a student who has completed a high-school course and is devoting substantially his full time to study during the collegiate year. The student whose main time and attention are given to some other employment and who takes only late-afternoon, evening and Saturday classes is listed as a part-time student. The grand-total figures for 1940 include full-time students, part-time students and summer-session students of 1940 (deducting duplicates) but do not include extension and correspondence students, who are, however, recorded in Table III. It is understood here that extension and correspondence work is in courses not leading to a degree, whereas part-time courses do so count.

SUMMARY AS TO TYPES OF INSTITUTIONS

Numerous educators and administrators have commented that they find helpful the SCHOOL AND SOCIETY analysis showing attendance trends in respect to types of institutions. The present figures reveal the following: Of the 652 institutions reporting last year and this, 57 universities under public control have 773 fewer full-time students than in 1939, or a decrease of 0.28 per cent. (as compared with an increase of 2.5 per cent. for 1939 over 1938); 53 universities under private control have 1,960 more full-time students than in 1939, a 1.04 per cent. increase (as contrasted with a decrease of 1.3 per cent. for 1939 under 1938). Four hundred fourteen separate colleges of arts and sciences show remarkably little change with only 85 more students than in 1939, or a percentage increase of 0.04 per cent. (as compared with the increase of 3.4 per cent. for 1939 over 1938). Fifty-two technological institutions show the largest gain of 2,254 students, or an increase of 2.24 per cent. over 1939 (as compared with the 6.3 per cent. increase for 1939 over 1938). Seventy-six teachers colleges show a decrease of 665 students, a percentage loss of 0.87 (as compared with the increase of 7.9 per cent. for 1939 over 1938).

SUMMARY AS TO GEOGRAPHICAL DIVISIONS

An examination of Table II indicates how remarkably little the enrolment in the nine geographical divisions of the United States has fluctuated. The South Atlantic division, which embraces 106 colleges, has a

total of 101,389 full-time students for 1940, an increase of 1,535 over 1939, with a percentage gain of 1.54. In 1939, this division showed an increase of 4.60.

Second in percentage of increase is the East South Central division which includes 55 approved institutions in Kentucky, Tennessee, Alabama and Mississippi. Here we find 51,363 full-time students, 658 more than a year ago. The increase of 1.30 per cent. can be contrasted with the gain of 5.58 per cent. for 1939 over 1938 when this division led the others in percentage of increase.

Third comes the New England division which shows a gain of 1.22 per cent., or 756 more students than in 1939. This gain is produced by 62,737 full-time students in 43 approved institutions. States in order of gain are Rhode Island, New Hampshire,

TABLE I

I. UNIVERSITIES AND LARGE INSTITUTIONS OF COMPLEX ORGANIZATION
(For both men and women, unless otherwise indicated)

1. UNDER PUBLIC CONTROL

Institution	Students Full-time	Students All Residents	Teaching Staff
C. C. of New York *M*	8,680	21,970	983
Indiana U.	6,322	7,946	398
Louisiana State U.	7,511	9,696	781
Miami U.	3,232	3,967	203
Montana State U.	1,817	2,565	92
Mun. U. of Wichita	1,461	2,061	105
Ohio State U.	12,980	17,019	1,108
Ohio U.	3,695	4,657	280
Oregon State C.	4,625	5,563	350
Pennsylvania State C.	6,765	10,069	1,480
State C. of Washington	4,029	4,688	251
U. of Akron	1,613	3,558	113
U. of Alabama	4,922	6,557	355
U. of Alaska	265	273	33
U. of Arizona	2,583	3,185	208
U. of Arkansas	2,445	3,250	211
U. of Calif. at Berkeley	16,946	20,028	1,768
U. of Calif. at Los Angeles	9,043	11,049	388
U. of Cincinnati	4,397	11,689	709
U. of Colorado	4,141	7,995	403
U. of Connecticut	1,403	1,511	128
U. of Delaware	903	1,282	118
U. of Florida	3,299	5,404	196
U. of Georgia	3,377	5,093	213
U. of Hawaii	2,126	3,624	150
U. of Idaho	2,659	3,344	200
U. of Illinois	13,551	16,491	1,680
U. of Iowa	6,663	9,078	638
U. of Kansas	4,101	5,102	254
U. of Kentucky	3,309	5,885	322
U. of Louisville	2,030	3,677	321
U. of Maine	2,033	2,641	169
U. of Maryland	4,277	7,030	800
U. of Michigan	11,952	15,736	796
U. of Minnesota	15,167	22,297	1,609
U. of Mississippi	1,409	1,783	105
U. of Missouri	6,128	9,122	444
U. of Nebraska	6,452	8,290	383
U. of Nevada	1,062	1,278	90
U. of New Hampshire	1,976	2,416	197
U. of New Mexico	1,451	2,533	117
U. of N. Carolina	3,935	5,671	354
U. of N. Dakota	1,652	1,902	130
U. of Oklahoma	6,178	8,026	301
U. of Oregon	3,679	4,536	278
U. of S. Carolina	1,881	2,340	131
U. of S. Dakota	876	1,241	113
U. of Tennessee	4,513	6,401	254
U. of Texas	10,091	13,742	681
U. of Toledo	1,815	3,701	145
U. of Utah	3,952	5,085	215
U. of Vermont	1,454	2,381	248
U. of Virginia *M*	2,849	3,820	338
U. of Washington	10,014	13,564	671
U. of Wisconsin	11,397	14,870	566
U. of Wyoming	2,104	2,927	168
Wayne U.	4,733	11,995	706
West Virginia U.	3,085	4,179	273
Totals	277,008	397,783	24,721

2. UNDER PRIVATE CONTROL

Institution	Students Full-time	Students All Residents	Teaching Staff
Baylor	2,229	2,679	121
Boston C. *M*	2,731	3,248	195
Boston U.	6,026	10,604	661
Brigham Young	2,288	2,995	137
Brown	2,224	2,224	191
Catholic U. of America	1,804	4,308	279
Clark U., Mass	355	588	45
Columbia	14,384	26,529	3,186
Cornell U.	7,031	8,580	1,088
Creighton	1,480	2,023	263
Dartmouth *M*	2,559	2,563	267
De Paul	2,557	6,334	237
Drake	1,334	2,210	112
Duke	3,593	5,682	572
Emory	1,323	1,970	308
Fordham *M*	3,335	6,865	407
Georgetown U. *M*	1,811	2,588	558
George Washington	1,683	7,946	482
Harvard U. *M*	7,927	10,339	1,957
Howard U.	1,436	2,251	259
Johns Hopkins	1,585	5,388	673
Lehigh *M*	1,772	2,045	197
Loyola, Ill.	3,982	5,054	747
Loyola, La.	1,062	2,367	173
Marquette	3,174	4,767	414
New York U.	12,585	35,623	2,192
Northwestern	6,175	19,085	951
Princeton *M*	2,680	2,680	320
Rice Institute	1,450	1,450	94
Rutgers	3,140	5,665	406
St. John's, New York	5,692	5,692	245
St. Louis	3,546	7,163	685
Southern Methodist	1,810	3,752	141
Stanford	4,334	4,851	756
Syracuse	5,969	7,904	550
Temple	5,672	8,824	809
Tufts	2,189	2,189	615
Tulane	3,187	4,507	494
U. of Buffalo	1,659	4,659	589
U. of Chicago	6,063	10,425	867
U. of Denver	1,892	4,579	268
U. of Detroit	2,133	4,126	217
U. of Kansas City	1,149	1,447	63
U. of Notre Dame *M*	3,268	4,435	238
U. of Pennsylvania	7,247	14,275	1,625
U. of Pittsburgh	6,291	12,404	1,107
U. of Richmond	1,082	1,791	95
U. of Rochester	2,125	3,619	496
U. of Southern California	5,121	15,196	684
Vanderbilt	1,790	1,790	430
Washington U.	3,395	7,284	486
Western Reserve	3,167	9,677	745
Yale *M*	5,349	5,349	750
Totals	189,845	342,588	30,447

TABLE I--(*Continued*)

II. COLLEGES OF ARTS AND SCIENCES

(For men and women, and privately controlled, unless otherwise indicated)
(*Pub* = Publicly controlled. *M* = Men, *W* = Women)

Institution	Students Full-time	Students All Residents	Teaching Staff
Adelphi *W*	463	508	42
Agnes Scott *W*	481	494	48
Alabama *Pub. W.*	845	1,275	100
Albertus Magnus	175	358	37
Albion	806	817	50
Albright	382	517	32
Alfred U.	590	754	83
Allegheny	665	915	48
Alma	367	406	34
American Int. C.	643	843	31
American U.	314	1,485	81
Amherst	852	857	82
Antioch	706	712	61
Arkansas S. C. *Pub.*	561	1,263	38
Asbury	446	472	27
Ashland	257	405	38
Atlanta U.	182	1,006	48
Augustana, Ill.	601	1,049	52
Augustana, S. D.	507	637	35
Aurora	188	232	22
Baker	355	380	32
Baldwin-Wallace	686	832	55
Bates	741	982	48
Beloit	570	575	50
Benedict *M*	421	775	21
Bennett *W*	330	382	32
Bennington *W*	282	282	52
Berea	842	921	67
Bethany, Kans.	296	393	35
Bethany, W. Va.	374	382	33
Bethel	314	448	32
Billings Poly. Inst.	400	715	23
Birmingham-Southern	821	1,184	53
Bishop	403	720	29
Blue Mountain	286	442	28
Bowdoin *M*	638	638	61
Bowling Green *Pub.*	1,589	2,880	97
Bradley Poly. Inst.	885	1,226	65
Brenau *W*	369	410	41
Bridgewater	274	277	29
Brooklyn C. *Pub.*	6,688	13,430	515
Bryn Mawr *W*	580	654	100
Bucknell U.	1,303	1,702	82
Butler U.	1,717	3,723	136
Calvin C.	490	649	25
Canisius *M*	685	1,367	53
Capital U.	757	1,063	75
Carleton	847	847	63
Carroll, Mont. *M*	153	234	19
Carroll, Wisc.	484	545	33
Carson-Newman	445	473	28
Carthage	289	337	24
Catawba	463	639	35
Centenary	657	893	43
Central	565	646	61
Central Y. M. C. A.	731	2,666	116
Centre	328	352	29
Chapman	240	265	20
Citadel *Pub. M*	1,340	1,340	77
Clark U., Ga.	367	376	22
Clarke C. *W*	316	557	45
Coe	777	880	55
Coker *W*	239	252	29
Colby	700	700	53
Colgate *M*	1,066	1,066	96
C. Misericordia *W*	250	681	39
C. of Charleston *Pub.*	385	564	19
C. of Chestnut Hill *W.*	301	590	46
C. of Emporia	281	290	25
C. of Idaho	410	497	29
C. of Medical Evangelists	311	318	389
C. of Mt. St. Joseph-on-the-Ohio *W*	255	472	40
C. of Mt. St. Vincent *W*	409	645	39
C. of New Rochelle *W*	765	773	55
C. of Notre Dame *W*	228	358	35
C. of Puget Sound	598	850	55
C. of St. Benedict *W*	274	539	36
C. of St. Catherine *W*	678	996	55
C. of St. Elizabeth *W*	430	840	56
C. of St. Francis	176	578	34
C. of St. Mary-of-the-Wasatch *W*	81	186	16
C. of St. Rose *W*	344	546	37
C. of St. Teresa *W*	411	812	41
C. of St. Thomas *M*	840	857	53
C. of the Holy Names *W*	289	502	31
C. of the Pacific	361	727	60
C. of Wooster	915	940	75
Colorado C.	755	974	65
Columbia C. *W*	283	283	26
Concordia	522	523	41
Connecticut C. *W*	758	765	75
Converse *W*	380	409	51
Cornell C. of Iowa	635	708	50
Culver-Stockton	280	350	23
Dakota Wesleyan	303	365	29
Davidson *M*	682	719	46
Denison U.	844	857	63
De Pauw	1,517	1,525	101
Dickinson	547	548	35
Dillard U.	250	354	24
Doane	305	311	28
Dominican C. of San Rafael	165	395	35
Drew U.	389	431	38
Drury	376	390	33
Duchesne	138	144	20
Duquesne U.	1,270	4,874	200
D'Youville *W*	304	304	26
Earlham	463	498	35
Elmhurst	352	386	29
Elmira *W*	308	312	52
Emmanuel *W*	526	1,176	92
Emmanuel Missionary	423	503	28
Emory & Henry	261	348	18
Erskine	339	342	25
Evansville	449	1,446	55
Fenn	891	2,604	144
Findlay	286	376	23
Fisk U.	435	649	49
Florida Southern	687	1,061	57
Florida S. C. for *W Pub.*	1,928	2,932	142
Franklin C. of Ind.	344	353	28
Franklin & Marshall *M*	943	958	48
Fresno S. C. *Pub.*	2,122	2,457	107
Furman	962	1,250	66
Geneva	574	703	37
Georgetown	316	541	29
George Pepperdine	383	383	34
George Williams	263	278	18
Georgia S. C. for Women *Pub.*	1,334	2,347	105
Georgia State W's C. *Pub.*	347	519	25
Gettysburg *M*	586	619	45
Gonzaga U. *M*	1,125	1,463	122
Good Counsel	200	200	34
Goucher *W*	572	583	63
Greensboro *W*	383	383	32
Grinnell	738	745	70
Grove City C.	922	1,002	52
Guilford	372	402	26
Gustavus Adolphus	566	571	32
Hamilton *M*	432	432	45
Hamline U.	623	630	45
Hampden-Sydney *M*	399	399	23
Hanover	385	385	24
Hardin-Simmons U.	678	1,019	41
Hastings	432	686	36
Haverford *M*	334	334	49
Heidelberg	411	416	34
Hendrix	392	399	40
Hillsdale	370	387	40
Hiram	314	316	26
Hobart *M*	378	383	47
Hollins *W*	330	332	40
Holy Cross *M*	1,204	1,204	85
Hood *W*	435	462	54
Hope	535	535	33
Houghton	479	487	35
Howard C.	646	1,082	27
H. Sophie Newcomb	652	663	78
Hunter C. *Pub. W*	7,008	11,392	612
Huntingdon C. *W*	351	478	27
Huron	159	241	21
Illinois C.	330	337	26
Illinois Wesleyan U.	680	790	54
Immaculata *W*	276	568	35

TABLE I—(*Continued*)

Institution	Students Full-time	Students All Residents	Teaching Staff
Immaculate Heart *W*	508	595	40
Incarnate Word *W*	406	800	45
Iowa Wesleyan	244	308	21
James Millikin U.	662	708	53
Jamestown	427	458	30
John B. Stetson U.	661	869	56
John Carroll U. *M*	631	1,100	52
Johnson C. Smith U.	370	653	25
Juniata	396	475	45
Kalamazoo	413	417	30
Kent State U.	2,518	4,620	166
Kentucky State	519	708	31
Kenyon *M*	309	311	41
Keuka *W*	220	221	26
Knox	620	620	58
Knoxville	277	319	19
Lafayette *M*	930	930	93
Lake Erie	185	185	26
Lake Forest	340	346	27
Lane	580	735	21
La Salle *M*	410	465	34
Lawrence	710	720	115
Lebanon Valley	372	531	35
Le Moyne	325	486	21
Lenoir Rhyne	582	744	31
Limestone *W*	340	405	25
Lincoln Memorial U.	438	546	30
Lincoln U., Mo.	571	821	58
Lincoln U. Pa. *M*	377	389	29
Lindenwood *W*	465	465	47
Linfield	468	468	35
Livingstone	234	328	18
Loras	463	968	38
Loretta Heights *W*	140	268	28
Louisiana C.	390	495	26
Louisville Mun. C. for Negroes	156	311	13
Loyola C. Md. *M*	410	410	27
Loyola U. Cal. *M*	665	755	40
Luther	443	472	37
Lynchburg	252	300	23
Macalester	665	678	52
MacMurray *W*	582	714	55
McPherson	301	342	22
Madison	1,027	1,611	86
Manchester	640	1,086	43
Manhattan	1,162	1,173	94
Manhattanville C. of the Sacred Heart *W*	393	636	64
Marietta	394	414	35
Marshall *Pub.*	1,583	2,848	93
Mary Baldwin *W*	323	323	30
Marygrove *W*	620	1,348	57
Mary Hardin-Baylor *W*	378	535	45
Marylhurst *W*	205	304	27
Marymount, Kans. *W*	147	375	27
Marymount, N. Y. *W*	220	220	37
Maryville, Tenn.	799	804	50
Marywood *W*	427	1,064	69
Mercer U.	466	620	29
Mercyhurst *W*	194	369	32
Meredith *W*	486	510	45
Middlebury	793	1,574	67
Mills W.	617	914	104
Millsaps	567	776	35
Milwaukee-Downer *W*	296	314	46
Mississippi C.	455	551	22
Mississippi S. C. for *W Pub.*	1,144	1,168	78
Missouri Valley	217	267	24
Monmouth	590	625	41
Moravian *M*	181	194	18
Morehouse	351	1,139	64
Morgan	428	1,007	37
Morningside	523	724	41
Morris Brown	479	591	26
Mount Angel *W*	140	235	33
Mount Holyoke *W*	1,047	1,100	126
Mount Mary *W*	490	1,195	94
Mount Mercy *W*	234	680	35
Mount St. Mary's, Cal. *W*	430	718	32
Mount St. Mary's, Md. *M*	290	331	35
Mount St. Scholastica *W*	300	660	37
Mount Union	520	630	43
Muhlenberg *M*	532	749	38
Mundelein	524	704	56
Muskingum	687	948	62
Nazareth, Ky.	304	891	67
Nazareth, Mich. *W*	218	465	39
Nazareth, N. Y. *W*	248	373	36
Nebraska Wesleyan	386	487	44
Newberry	398	531	26
N. Y. S. C. for Teachers	1,203	2,270	88
Niagara U. *M*	1,273	1,453	99
North Central	557	569	38
Northwest Nazarene	371	400	26
Norwich U.	465	465	32
Notre Dame C. *W*	200	305	37
Oberlin	1,819	1,927	176
Occidental	755	779	71
Ohio Wesleyan U.	1,515	1,529	110
Oklahoma C. for *W Pub.*	908	944	61
Ottawa U.	283	333	25
Otterbein	451	496	45
Our Lady of the Lake *W*	254	917	54
Pacific Union	561	725	42
Pacific U.	310	315	22
Paine	231	384	15
Park	551	559	36
Parsons	340	461	30
Pembroke *W*	500	502	119
Pennsylvania C. for *W*	309	328	37
Phillips U.	482	708	40
Pomona C.	826	845	66
Prairie View S. C.	912	1,631	84
Principia	331	331	26
Providence *M*	854	1,429	65
Queens C. *W*	422	460	35
Radcliffe *W*	833	989	400
Randolph-Macon *M*	305	305	18
Randolph-Macon *W*	662	671	72
Reed	498	548	60
Regis *W*	469	795	48
Ripon	497	506	33
Roanoke *M*	330	474	25
Rockford *W*	291	454	35
Rockhurst *M*	302	672	33
Rollins	407	414	60
Rosary *W*	528	1,139	62
Rosemont *W*	277	330	42
Russell Sage *W*	684	702	72
St. Ambrose *M*	638	1,090	70
St. Augustine's	228	228	16
St. Benedict's *M*	283	283	36
St. Bonaventure *M*	501	882	61
St. Edwards *M*	83	114	10
St. Francis *M*	239	239	27
St. Joseph, Conn.	261	789	34
St. Joseph's, Md. *W*	189	189	39
St. Joseph's, N. Y. *W*	443	443	44
St. Joseph's, Pa. *M*	485	485	31
St. Lawrence U.	1,448	1,689	62
St. Martin's	151	156	36
St. Mary of the Springs *W*	145	365	30
St. Mary of the Woods *W*	239	1,010	39
St. Mary's, Cal.	482	482	39
St. Mary's, Minn. *M*	322	388	31
St. Mary's of Notre Dame *W*	357	641	59
St. Michaels *M*	217	265	23
St. Norbert	323	715	46
St. Olaf	1,141	1,157	78
St. Peter's *M*	407	407	30
St. Vincent *M*	548	1,062	72
St. Xavier, Ill. *W*	205	405	27
Salem, N. C.	340	352	40
Samuel Huston	247	486	19
San Francisco C. for *W*	158	329	33
San Francisco S. C. *Pub.*	2,133	3,674	99
Sarah Lawrence *W*	288	290	58
Scripps *W*	216	216	31
Seattle	1,049	1,411	92
Seattle Pacific	336	426	32
Seton Hill *W*	410	727	53
Shaw U.	458	893	31
Shorter *W*	229	267	27
Siena Heights	209	1,076	22
Simmons C. *W*	1,392	1,585	160

TABLE I—(*Continued*)

Institution	Students Full-time	Students All Residents	Teaching Staff
Simpson C. *W*	477	656	27
Sioux Falls	226	343	22
Skidmore *W*	814	819	78
Smith *W*	2,073	2,073	246
Southwestern, Kans.	497	645	40
Southwestern, Tenn.	435	680	35
Southwest La. Inst. *Pub.*	2,296	3,101	115
Southwestern U.	427	498	28
Spelman	371	384	44
Spring Hill *M*	360	712	59
Susquehanna U.	324	342	34
Swarthmore	760	766	111
Sweet Briar *W*	454	454	50
Talladega	278	278	29
Tarkio	215	244	19
Texas Christian U.	1,046	1,737	78
Texas College	449	827	42
Texas S. C. for *W Pub.*	2,452	2,970	161
The Saint Mary *W*	268	649	43
Tillotson	343	513	25
Tougaloo	157	157	15
Transylvania	431	514	31
Trinity, Conn *M*	568	721	58
Trinity, D. C. *W*	350	350	52
Trinity U.	255	330	30
Tusculum	322	336	24
Union, Ky.	248	412	24
Union, Neb.	430	474	32
Union, N. Y. *M*	769	859	80
U. of Chattanooga	604	914	47
U. of Dayton	728	1,579	92
U. of Dubuque	482	576	38
U. of Omaha	1,203	2,356	65
U. of Portland	781	880	47
U. of Redlands	640	804	61
U. of San Francisco *M*	794	1,010	97
U. of Santa Clara *M*	514	514	52
U. of Scranton *M*	524	1,111	48
U. of the South *M*	347	363	31
U. of Tulsa	787	1,440	89
Upsala	460	549	33
Ursinus	582	582	44
Ursuline *W*	181	181	30
Valparaiso U.	373	446	37
Vassar *W*	1,228	1,240	173
Villa Maria *W*	178	365	33
Villanova, *M*	974	2,731	122
Va. Mil. Inst. *Pub. M*	733	733	54
Va. S. C. for Negroes	1,010	1,573	79
Va. Union U.	551	952	39
Wabash *M*	431	432	29
Wagner Mem. Lutheran	268	380	31
Wake Forest *M*	1,068	1,476	55
Walla Walla	604	690	24
Washburn	530	709	61
Washington C.	317	317	24
Washington and Jefferson *M*	555	583	42
Washington and Lee *M*	930	930	65
Webster C. *W*	165	371	35
Wellesley *W*	1,510	1,510	187
Wells *W*	272	272	46
Wesleyan C. *W*	258	260	31
Wesleyan U. *M*	761	761	79
Western C. *W*	294	294	42
Western Maryland	590	909	57
Westminster, Mo. *M*	301	301	20
Westminster, Pa.	686	696	47
W. Va. State C. *Pub.*	898	1,208	45
Wheaton, Ill.	1,043	1,294	73
Wheaton, Mass. *W*	465	465	62
Whitman	579	586	43
Whittier	559	792	48
Whitworth	185	248	24
Wilberforce	710	710	79
Wiley	420	815	27
Willamette U.	742	773	52
William Jewell	444	500	24
William and Mary	1,259	1,674	100
William Smith *W*	185	188	48
Williams *M*	842	842	90
Wilson *W*	372	372	46
Winthrop *Pub. W*	1,826	2,177	105
Wittenberg	774	1,234	70
Wofford *M*	476	685	24
Woman's C. U. of N. C. *Pub. W*	2,188	2,638	159
Xavier U., La.	695	1,120	56
Xavier U. Ohio *M*	544	1,401	62
Yankton	327	369	27
Totals	241,698	338,287	22,485

TABLE I—(*Continued*)

III. INDEPENDENT TECHNICAL INSTITUTIONS

1. TECHNOLOGICAL INSTITUTIONS

Institution	Students Full-time	Students All Residents	Teaching Staff
A. & M. C. of Texas Pub.	6,391	7,225	391
A. & T. C. of N. Carolina	875	1,396	45
Ala. Polytech. Inst. *Pub.*	3,688	5,240	200
Arkansas A. & M. *Pub.*	414	524	26
Calif. Inst. Tech. *M*	940	940	360
Carnegie Tech.	2,371	4,389	380
Case S. of Ap. Science *M*	958	1,855	130
Clarkson C. of Tech. *M*	610	610	39
Clemson A. & M. College *Pub. M*	2,315	2,612	155
Colo. S. of Mines *Pub.* M	786	1,033	70
Colorado S. C. of A. & M. A. *Pub*	1,915	3,185	138
Drexel Inst. of Tech.	1,841	1,991	124
Florida A. & M. C.	877	1,456	59
Georgia S. of Tech. *Pub M*	2,712	2,924	159
Georgia S. C. *Pub.*	565	1,091	40
Hampton Inst.	792	1,402	102
Illinois Inst. of Technology	2,222	5,345	248
Iowa S. C. of Ag. & M. A. *Pub.*	6,488	7,515	592
Kans. S. C. of Ag. & Ap. Sc. *Pub.*	4,095	4,694	342
Louisiana Polytech. Inst. *Pub.*	2,133	2,907	119
Mass. Inst. of Tech. *M*	3,138	4,686	539
Mass. S. C. *Pub.*	1,388	1,391	136
Mich. C. of M. & Tech. *Pub.*	849	981	77
Mich. S. C. of Ag. & Ap. Sc.	6,392	7,731	480
Mississippi S. C. *Pub.*	2,066	2,752	148
Montana S. of Mines *Pub.*	336	336	25
Montana S. C. *Pub.*	1,674	1,743	109
Newark C. of Engineering	770	1,060	75
N. Car. S. C. of Ag. & M. A. *Pub.*	2,536	2,836	229
N. Dakota Ag. C.	1,753	2,066	117
Oklahoma A. & M. *Pub.*	5,501	7,083	390
Poly. Inst. of Brooklyn *M*	610	2,582	143
Purdue *Pub.*	6,540	7,820	506
Rensselaer Poly. Inst. *M*	1,509	1,565	160
Rhode Island S. C. *Pub.*	1,206	1,214	99
Rose Polytech. Inst. *M*	283	284	29
S. Dakota S. C. of Ag. & M. A. *Pub.*	1,420	1,590	126
S. Dakota S. S. of Mines *Pub.*	363	371	32
Southern U. *Pub.*	814	1,570	44
Springfield College	544	847	39
State A. & M. C. (S. C.)	809	1,318	62
Stevens Inst. of Tech. *M*	619	972	74
Tenn. Poly. Inst.	671	951	57
Texas C. of A. & Ind. *Pub.*	945	1,677	72
Texas C. of Mines & Met.	1,077	1,664	59
Texas Tech. C. *Pub.*	3,761	4,872	194
Tuskegee Inst.	1,422	2,032	168
U. S. Mil. Acad. *Pub. M*	1,833	1,833	224
U. S. Naval Acad. *Pub. M*	2,600	2,600	281
Utah S. Ag. C. *Pub.*	2,535	3,189	153
Va. Poly. Inst. *Pub.*	3,124	3,439	219
Worcester Polytech. Inst. *M*	666	666	75
Totals	102,742	134,055	8,840

TABLE I—(*Continued*)

III. INDEPENDENT TECHNICAL INSTITUTIONS

2. TEACHERS COLLEGES

Institution	Students Full-time	Students All Residents	Teaching Staff
Ala. S. T. C., Florence, *Pub.*	493	1,219	30
Ala. S. T. C., Jacksonville, *Pub.*	821	1,651	62
Ala. S. T. C., Montgomery	943	2,879	60
Ala. S. T. C., Troy, *Pub.*	343	668	29
Arizona S. T. C., Flagstaff, *Pub.*	485	955	42
Arizona S. T. C., Tempe *Pub.*	1,312	1,896	80
Arkansas S. T. C., *Pub.*	688	1,354	33
Ball State T. C., *Pub.*	1,447	2,653	106
Colo. S. C. of Ed., *Pub.*	1,282	4,071	107
Concord S. T. C., *Pub.*	592	1,359	36
Delta S. T. C., *Pub.*	318	457	31
East Carolina T. C., *Pub.*	1,226	1,676	87
Fort Hays Kans. S. C., *Pub.*	921	1,998	72
George Peabody C. for T.	719	3,190	140
Georgia T. C., *Pub.*	506	1,326	47
Great Falls C. of Ed.	423	719	32
Harris T. C., *Pub.*	750	750	34
Henderson S. T. C., *Pub.*	539	945	39
Ill. S. N. U., Carbondale, *Pub.*	2,136	4,046	141
Ill. S. N. U., Normal, *Pub.*	1,816	3,380	206
Ill. S. T. C., Eastern, *Pub.*	1,152	2,445	85
Ill. S. T. C., Northern, *Pub.*	1,173	2,494	81
Ill. S. T. C., Western, *Pub.*	1,074	1,753	79
Indiana S. T. C., *Pub.*	1,310	2,887	128
Iowa S. T. C., *Pub.*	1,716	2,929	146
Kansas S. T. C., Emporia, *Pub.*	1,446	2,839	125
Kansas S. T. C., Pittsburg, *Pub.*	1,333	2,648	126
Kentucky S. T. C., Eastern, *Pub.*	1,151	1,666	79
Kentucky S. T. C., Western, *Pub.*	1,534	2,052	106
Mary Washington C., *Pub.*	1,370	2,009	77
Michigan S. N. C., *Pub.*	1,940	3,233	175
Michigan S. T. C., Central, *Pub.*	1,294	2,399	73
Michigan S. T. C., Northern, *Pub.*	679	1,363	56
Michigan S. T. C., Western, *Pub.*	2,614	3,990	206
Minnesota S. T. C., Mankato, *Pub.*	812	1,400	56
Minnesota S. T. C., Winona, *Pub.*	522	827	45
Miss. Southern C., *Pub.*	652	1,394	51
Missouri S. T. C., Central, *Pub.*	1,190	2,419	75
Missouri S. T. C., Northeast, *Pub.*	936	2,042	61
Missouri S. T. C., Northwest, *Pub.*	879	1,653	59
Missouri S. T. C., Southeast, *Pub.*	1,222	2,214	57
Missouri S. T. C., Southwest, *Pub.*	1,452	3,155	75
Montana S. N. C., *Pub.*	236	389	27
Morehead S. T. C., *Pub.*	535	780	54
Murray S. T. C., *Pub.*	1,100	1,382	62
Nebr. S. T. C., Chadron, *Pub.*	409	679	43
Nebr. S. T. C., Kearney, *Pub.*	780	1,339	55
Nebr. S. T. C., Peru, *Pub.*	551	848	45
Nebr. S. T. C., Wayne, *Pub.*	885	1,445	47
N. J. S. T. C., *Pub.*	672	1,711	59
N. J. S. T. C., Trenton, *Pub.*	766	1,248	63
New Mex., Normal U.	294	1,271	38
Pa. St. T. C., Shippensburg	478	805	42
Sam Houston S. T. C., *Pub.*	1,312	2,353	69
San Diego S. C., *Pub.*	2,029	2,467	106
St. T. C. North, Aberdeen, S. D., *Pub.*	831	1,172	45
Stephen F. Austin S. T. C., *Pub.*	856	1,679	57
Stout Inst.	604	982	47
Sul Ross S. T. C., *Pub.*	388	937	30
Tenn. S. T. C., Johnson City, *Pub.*	665	1,382	51
Tenn. S. T. C., Memphis, *Pub.*	1,020	1,380	47
Tenn. S. T. C., Murfreesboro, *Pub.*	742	1,233	50
Texas S. T. C., East, *Pub.*	1,580	3,247	106
Texas S. T. C., North, *Pub.*	3,158	5,383	165
Texas S. T. C., Southwest, *Pub.*	1,255	2,754	61
Texas S. T. C., West, *Pub.*	1,057	1,752	76
Va. S. T. C., Farmville, *Pub.*	912	1,288	52
Va. S. T. C., Radford, *Pub.*	546	1,415	53
Wash. C. of Ed., Western Bellingham, *Pub.*	839	1,606	52
Wash. C. of Ed., Ellensburg, *Pub.*	751	1,198	53
Western S. C. of Colo., *Pub.*	399	787	29
Wisc. S. T. C., La Crosse, *Pub.*	797	1,202	50
Wisc. S. T. C., Milwaukee, *Pub.*	1,494	2,638	92
Wisc. S. T. C., Oshkosh, *Pub.*	963	1,768	51
Wisc. S. T. C., River Falls, *Pub.*	650	912	46
Wisc. S. T. C., Superior, *Pub.*	742	1,192	58
Totals	75,507	139,627	5,416

Vermont, Connecticut and Maine. Massachusetts is the one state which has a decrease in full-time students.

The Mountain division ranks fourth on this basis but shows an increase of only 256 students, or a percentage gain of 0.68 in its 29 approved institutions in the states of Nevada, Wyoming, Colorado, Utah, Montana, Arizona, New Mexico and Idaho. In these Mountain states the full-time enrolment is 37,936, as compared with 37,680 in 1939.

The Pacific group of three coastal states has an increase this year of 202 students in 49 approved colleges, or a percentage gain of 0.24. Washington and Oregon both show increases while California has a decrease in its number of full-time students.

The East North Central division, with 122 approved institutions in the states of

Ohio, Indiana, Illinois, Michigan and Wisconsin, has 191,265 students on a full-time basis. This is an increase of 278 or a percentage gain of 0.15.

The populous Middle Atlantic group of states, New York, New Jersey and Pennsylvania, which showed a decline last year, has an increase of 16 students over 1939 or a percentage gain of 0.01. New York and New Jersey have gains of less than one per cent., while Pennsylvania shows a decrease of 1.5 per cent.

There are two divisions recording decreases in total number of full-time students for 1940. The West North Central division with 110,114 has 258 fewer students, or a loss of 0.23 per cent. Iowa, Missouri and South Dakota have increases in

TABLE II

GEOGRAPHICAL DIVISION SUMMARY

Division and state	Institutions	Full-time students		Per cent. change, 1939 to 1940
		1939	1940	
(1) *New England*	**43**	**61,981**	**62,737**	+ 1.220
Maine	4	4,073	4,112	+ .957
New Hampshire	2	4,340	4,535	+ 4.493
Vermont	5	3,141	3,211	+ 2.229
Massachusetts	21	37,027	36,820	− .559
Rhode Island	4	4,318	4,784	+ 10.792
Connecticut	7	9,082	9,275	+ 2.125
(2) *Middle Atlantic*	**103**	**160,723**	**160,739**	+ .010
New York	46	96,967	97,760	+ .922
New Jersey	10	10,281	10,333	+ .051
Pennsylvania	47	53,475	52,646	− 1.550
(3) *East North Central*	**122**	**190,987**	**191,265**	+ .146
Ohio	38	51,712	52,373	+ 1.278
Indiana	17	26,388	26,085	− 1.148
Illinois	33	51,951	52,579	+ 1.209
Michigan	19	37,109	37,037	− .194
Wisconsin	15	23,827	23,191	− 2.669
(4) *West North Central*	**93**	**110,372**	**110,114**	− .234
Minnesota	14	23,421	23,390	− .132
Iowa	16	21,671	22,277	+ 2.796
Missouri	22	24,639	25,099	+ 1.867
North Dakota	3	3,950	3,832	− 2.987
South Dakota	8	4,778	4,853	+ 1.570
Nebraska	12	13,949	13,451	− 3.570
Kansas	18	17,964	17,212	− 4.186
(5) *South Atlantic*	**106**	**99,854**	**101,389**	+ 1.537
Delaware	1	945	903	− 4.444
Maryland	12	11,574	11,921	+ 2.998
District of Columbia	6	7,168	7,398	+ 3.209
Virginia	23	19,802	19,775	− .136
West Virginia	5	6,605	6,532	− 1.105
North Carolina	20	20,103	20,671	+ 2.825
South Carolina	15	11,926	12,394	+ 3.924
Georgia	18	14,007	13,936	− .507
Florida	6	7,724	7,859	+ 1.748
(6) *East South Central*	**55**	**50,705**	**51,363**	+ 1.298
Kentucky	15	13,195	13,249	+ .409
Tennessee	18	14,850	15,127	+ 1.865
Alabama	13	15,608	15,933	+ 2.082
Mississippi	9	7,052	7,054	+ .028
(7) *West South Central*	**49**	**85,391**	**84,572**	− .959
Arkansas	6	5,442	5,039	− 7.405
Louisiana	11	19,846	19,647	− 1.003
Oklahoma	5	14,665	13,856	− 5.517
Texas	27	45,438	46,030	+ 1.303
(8) *Mountain*	**29**	**37,680**	**37,936**	+ .679
Montana	7	5,025	5,039	+ .279
Idaho	3	3,486	3,440	− 1.320
Wyoming	1	2,041	2,104	+ 3.087
Colorado	8	11,100	11,310	+ 1.909
New Mexico	2	1,768	1,745	− 1.301
Arizona	3	4,435	4,380	− 1.240
Utah	4	8,820	8,856	+ .408
Nevada	1	1,005	1,062	+ 5.672
(9) *Pacific*	**49**	**83,231**	**83,433**	+ .243
Washington	13	19,882	20,343	+ 2.319
Oregon	9	11,345	11,448	+ .908
California	27	52,004	51,642	− .696

number, while tabulations for Minnesota, North Dakota, Nebraska and Kansas indicate decreases. Ninety-three institutions are included in this division.

The West South Central division, which in 1939 was second in percentage gain, shows a loss this year of 819 full-time students in 49 approved institutions or a percentage decrease of 0.96. Texas, with a percentage increase of 1.3, can be contrasted with Louisiana, Oklahoma and Arkansas which show percentage losses of 1.0, 5.5 and 7.4 per cent. respectively.

HIGHER EDUCATION AND NATIONAL DEFENSE

When measures for national defense were initiated in the late summer and early fall, universities and colleges throughout the United States promptly undertook their share. There was individual activity by institutions in informing their men students regarding the provisions of the Selective Training and Service Act of 1940. There was joint activity in conferences with government officials through representative organizations: the American Council on Education, the National Education Association, the Association of American Colleges and various societies of professional education. On the side of scientific preparedness, the representative agent has been the National Research Council, which is ascertaining from universities, colleges and technical schools their resources of research workers, in pure science and in applied science, and is making the resources available to the government for national defense.

As the figures in Table I disclose, there are about 90,000 members of faculties in the 652 institutions covered in the present study. Some of them are engaged in specific defense projects. All of them are contributing in the broad aspect that educational preparedness is a vital part of national preparedness.

COLLEGE ATTENDANCE AND ROTC UNITS

The 1940 Selective Training and Service Act provides that college graduates who complete the advanced course in ROTC units are exempt from training and service. A number of presidents of colleges not having ROTC units applied to the War Department early this fall to have units installed in their institutions. Because of the urgent need for officers in army service, the War Department could not comply with these requests.

In addition to the motive of patriotism, the presidents who made applications believed that attendance at their colleges might be improved by the provision of military training. As it bears upon this opinion, a study has been made of attendance this fall at colleges and universities having senior ROTC units.

It is found that, of 115 ROTC institutions in the nine corps areas throughout the country, 59 have larger enrolments of full-time students this year than last and 56 have smaller enrolments. In the First Corps Area (New England states), 6 institutions show enrolment increases, 5 show decreases. In the Second Corps Area (Delaware, New Jersey, New York), 4 institutions have numerical gains, 7 losses; Third Corps Area (District of Columbia, Maryland, Pennsylvania, Virginia), 8 increases, 9 decreases; Fourth Corps Area (Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee), 9 increases, 5 decreases; Fifth Corps Area (Indiana, Kentucky, Ohio and West Virginia), 8 increases, 7 decreases; Sixth Corps Area (Illinois, Michigan, Wisconsin), 4 increases, 2 decreases; Seventh Corps Area (Arkansas, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota), 9 increases, 9 decreases; Eighth Corps Area (Arizona, Colorado, New Mex-

TABLE III

	California	Chicago	Cincinnati	Columbia	Cornell	Harvard	Illinois	Indiana	Iowa	Johns Hopkins	Kansas	Michigan	Minnesota
College men	6839	1655	558	1837	1194	3556	2383	1677	2019	396	1114	2696	2762
College women	7889	1066	419	976	635	....	1575	1092	1540	....	860	2001	2136
Engineering	2606	....	1285	314	1335	143	2424	....	478	367	660	2048	2239
Law	392	216	106	506	191	1248	231	146	271	....	103	638	324
Medicine	291	444	305	446	293	527	636	521	286	297	326	471	527
Graduate school	2096	1445	177	2319	814	1004	1462	332	1085	223	172	2385	1473
Agriculture	1330	....	....	....	1534	....	1597	....	....	....	....	....	1519
Architecture	171	....	294	60	139	95	318	....	....	....	*	344	....
Art	141	*	*	....	....	....	228	7	....	....	336	*	....
Commerce	2248	264	439	433	....	864	1655	1551	467	87	308	297	616
Dentistry	168	....	....	238	....	155	228	112	114	....	....	181	197
Divinity	....	151	....	....	....	75	....	....	....	....	....	....	....
Education	1393	*	505	5252	....	73	349	609	....	65	130	337	1338
Forestry	205	....	....	....	....	*	16	....	....	....	....	112	....
Journalism	101	....	....	70	....	14	162	62	....	....	....	*	....
Music	155	....	....	....	....	....	188	152	....	....	*	291	....
Pharmacy	166	....	....	269	....	....	217	....	154	....	72	75	206
Other courses	255	822	378	1739	961	173	557	130	253	150	100	247	2055
Deduct duplicates	1517	....	69	75	65	....	675	69	4	....	80	101	35
Total	25989	6063	4397	14384	7031	7927	13551	6322	6663	1585	4101	11952	15167
Part-time	....	1592	6403	3502	....	888	583	163	225	3220	253	....	....
Summer session	7567	4328	1091	10568	1986	2204	4040	1956	3038	908	1345	5680	7130
Deduct duplicates	2479	1558	202	1925	437	680	1683	495	848	325	597	1896	....
Grd. tot. Nov. 1, 1940	31077	10425	11689	26529	8580	10339	16491	7946	9078	5388	5102	15736	22297
Grd. tot. Nov. 1, 1935	23045	11417	10124	27222	7640	9485	13325	6422	7683	4373	4945	12609	18098
Grd. tot. Nov. 1, 1930	22797	11757	11454	33144	8110	10855	14169	5548	8053	5974	5578	11756	18505
Exten. courses	15460	2643	115	1500	....	....	567	6966	1821	....	2264	1807	2289
Teaching staff	2156	867	709	3186	1088	1957	1680	398	638	673	254	796	1009
Administrative staff	62	41	15	118	14	....	122	34	90	6	18	39	52

ico, Oklahoma, Texas), 3 increases, 5 decreases; Ninth Corps Area (California, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming), 8 increases, 7 decreases.

It is clear that, so far as the current academic year is concerned, the offering of ROTC courses was not an active factor in college attendance.

CURRENT TRENDS IN ENROLMENT

For some years a separate study has been presented of freshman enrolment, since this reveals, more clearly than do total figures, certain immediate trends.

An analysis of the freshman table (VII) discloses first of all a probable downward trend in attendance in the near future. The total of 243,141 freshmen in five large fields of study at 643 institutions is a decrease of 4,994 as compared with corresponding 1939 enrolments. This drop of 2 per cent. is likely to affect the total enrolment figures in 1941–42. This year's diminution in freshmen is a reminder of the facts that the present writer emphasized in an address[1] at the University of Chicago in July, 1939; viz., that, owing to the restriction in immigration and the decline in the birth rate, there are a million and a half fewer boys and girls in the public elementary schools than there were a decade ago, and that, "in a few years the colleges and universities of the United States will face a diminished human reservoir from which to draw." It is possible that other factors, such as economic changes due to the war or

[1] "Recent Trends in Collegiate Enrolment," SCHOOL AND SOCIETY, September 9, 1939, Vol. 50, No. 1289.

TABLE III—(*Continued*)

Missouri	Nebraska	Northwestern	Ohio State	Pennsylvania	Pittsburgh	Princeton	Stanford	Syracuse	Texas	Tulane	University of Washington	Virginia	Washington University	Western Reserve	Wisconsin	Yale
1448	835	1433	1899	1059	1206	2001	2980	951	3117	842	3190	1721	621	969	3771	2861
620	539	1098	818	558	811	....	1354	732	2480	557	3450	2	619	746	1899	....
1189	687	404	1795	487	968	396	325	435	1490	366	1362	383	370	....	1478	293
106	143	263	202	339	147	....	159	93	655	137	151	345	158	170	380	386
100	317	565	293	771	301	....	203	164	397	480	....	247	354	282	256	237
283	420	337	1261	515	1034	283	298	583	387	186	•	215	309	123	1204	731
1097	911	....	1736	....	....	....	....	....	....	....	....	....	....	....	1109	....
....	53	....	•	86	....	....	....	60	•	54	•	•	56	48	....	66
....	94	....	•	49	....	....	33	548	253	92	•	56	261	•	....	237
325	918	547	2037	2106	677	....	186	1130	594	275	1277	411	175	•	•	....
....	46	326	221	428	297	....	....	....	....	....	....	....	92	161	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	255
374	946	406	2147	299	338	....	242	468	292	....	140	76	102	146	769	....
....	....	....	•	....	....	....	....	....	....	....	235	....	....	....	....	40
357	127	108	•	•	....	....	51	40	•	....	•	....	18	•	•	....
....	120	353	•	43	....	....	....	....	•	34	•	....	....	•	•	110
....	82	....	201	....	223	....	92	....	257	....	209	....	....	91	•	....
....	662	339	472	513	220	....	2745	1257	169	257	....	....	260	431	231	133
71	448	....	102	6	31	....	4334	482	....	93	....	607	....	....	....	....
6128	**6452**	**6175**	**12980**	**7247**	**6291**	**2680**	**4334**	**5969**	**10091**	**3187**	**10014**	**2849**	**3395**	**3167**	**11397**	**5349**
448	423	9480	36	6298	4252	....	....	324	802	963	655	68	2939	5441	....	....
3260	2238	4869	5522	1720	3171	96	867	2312	5935	934	3658	1293	1303	1968	4570	....
714	823	1439	1519	990	1310	96	350	701	3086	577	763	390	353	899	1097	....
9122	**8290**	**19085**	**17019**	**14275**	**12404**	**2680**	**4851**	**7904**	**13742**	**4507**	**13564**	**3820**	**7284**	**9677**	**14870**	**5349**
5850	**7664**	**14698**	**14156**	**12074**	**9928**	**2535**	**4299**	**7047**	**11579**	**4180**	**11779**	**3797**	**4627**	**7701**	**12342**	**5096**
6430	**8993**	**14152**	**13730**	**13828**	**13515**	**2445**	**4839**	**7298**	**9203**	**4463**	**10197**	**4334**	**4383**	**12450**	**13305**	**5914**
1545	3307	....	....	1383	939	....	....	....	2575	....	3195	1725	963	....	30792	281
444	383	951	1108	1625	1107	320	756	550	681	494	671	338	486	745	566	750
29	17	45	10	147	70	40	114	36	34	15	65	22	25	6	61	100

changes in educational philosophy, may prevent population trends from having their normal effect on collegiate attendance.

Table VII is worthy of study to ascertain what, in this year of world war and unsettled economic conditions, freshmen and their parents have chosen as advantageous curricula and promising vocations.

In liberal-arts curricula, which in addition to cultural objectives lead to later professional training in medicine, law, theology, teaching and other fields, the 1940 aggregate of 146,072 freshmen in 643 institutions is 2,270 less than in 1939, or a decrease of 1.5 per cent. The universities under private control, which last year had a loss in liberal-arts freshmen as compared with 1938, this year show an increase of 567 in the aggregate of 23,805 freshmen. On the other hand, the separate colleges of arts and sciences, which are almost all under private control, as well as the universities under public control, report decreases in liberal-arts freshmen. For the separate colleges of arts and sciences, the decrease is 2,491; for the public universities, it is only 514.

Engineering continues to attract young men. Last year the increase over 1938 was 1,637, or 5.8 per cent. This year the aggregate of 32,321 is 1,612 more than in 1939, or 5.2 per cent.

Following a slight gain in numbers in commerce or business-administration courses last year over 1938, there is a slight loss this year. The aggregate is 22,012, or 791 fewer than in 1939.

Agricultural attendance likewise reverses the trend noted a year ago, when there was an increase of 8.5 per cent. over 1938. For

1940, the aggregate of 10,647 is 972, or 8.4 per cent. under that of 1939.

In the institutions on this list (which do not include a number of teachers colleges and normal schools), the aggregate of 32,089 freshmen is 2,573 fewer than in 1939, a percentage decrease of 7.4.

In assembling and recording the thousands of figures in this study for prompt publication, time is not available for a statistical analysis of students registered in the schools of law, medicine, non-professional graduate study and other fields.

EXPLANATORY PARAGRAPHS

In earlier years this annual study was limited to 30 universities chosen by Dr. J. McKeen Cattell, then editor of SCHOOL AND SOCIETY, and the compiler as geographically and educationally representative. Although many have requested it, enlargement of this list of 30 for more detailed statistics has not seemed feasible. The following paragraphs explain certain figures in Table III for these 30 universities and present other information, including for comparison the full-time attendance at each university five years ago.

As has been customary the University of California statistics are reported to include the widely separated institutions at "Berkeley, Los Angeles, San Francisco and elsewhere." This year, however, the totals are broken down to bring out the separate enrolment at the University of California at Los Angeles, which has now, in its own right, come to be one of the fifteen largest campuses in the United States. Tables I and VI have been adapted to show the differentiation. The university's total of full-time students is 25,989, or 15 less than a year ago. The grand total of 31,077 is 855 less. Beyond the foregoing there is an extension enrolment of 14,374, with 1,086 others taking home study courses, so that the super-grand total receiving University of California instruction of all types is 46,537, which is 48 more than a year ago. At Berkeley the full-time attendance is 16,946; the grand total is 20,028; and the teaching staff numbers 1,768. At Los Angeles the full-time attendance is 9,043; the grand total is 11,049; and the teaching staff numbers 388. Apparently due to unsettled national conditions when the quarter opened in late August, the Berkeley campus enrolment is below that of 1939. The Los Angeles full-time students are 521 more than in 1939; and the part-time attendance is 404 more. As to freshmen, the report of the entire university shows 3,533 in liberal arts, 563 in engineering, 420 in commerce, and 243 in agriculture, as compared with the 1939 freshmen in corresponding groups as follows: 3,496; 536; 477; and 239. As to Table III it may be explained that the total of 2,606 recorded for engineering includes 627 in chemistry. The term other courses here means nursing, with 180 students; librarianship, with 58; and "college unassigned," 17. Full-time students, 25,989; in 1935, 20,388.

After a decrease in 1939, the University of Chicago full-time attendance of 6,063 this fall is 52 higher than a year ago; and the grand total of 10,425 is 260 higher. The chief factor in the latter gain was the 1940 summer enrolment which was 230 larger than that of 1939. In the undergraduate

TABLE IV

1939 AND 1940 CLASSIFICATION COMPARISONS
INSTITUTIONS
Totals of Full-time Enrolment

	Classification	1939	1940
57	Universities, public	275,685	274,912
53	Universities, private	187,383	189,343
414	Colleges	241,005	241,090
52	Technological Institutions	100,488	102,742
76	Teachers Colleges	76,172	75,507
652	**Totals**	**880,733**	**883,594**

Totals of Students, Full-time and Part-time

	Classification	1939	1940
57	Universities, public	393,288	394,159
53	Universities, private	337,437	342,086
414	Colleges	335,053	337,219
52	Technological Institutions	130,106	134,055
76	Teachers Colleges	138,715	139,627
652	**Totals**	**1,334,599**	**1,347,146**

figures, it is noted that there is an increase of 49 women and a decrease of 38 men. There are 630 liberal arts freshmen, or 25 more than a year ago. In Table III the totals for liberal arts include students in art, education and music. The term other courses in this instance takes in Social Service Administration, 642 students; students-at-large, 134; and the Graduate Library School, 46 counting the part-time students of University College and the 2,643 persons taking home study courses; the University of Chicago is giving instruction to 13,068. Full-time students, 6,063; in 1935, 6,158.

Slightly above 1939 attendance are the current figures of the University of Cincinnati for its 4,397 full-time students and its 11,689 grand total. Analysis of the present freshmen shows 318 in liberal arts, 362 in engineering, 89 in business administration, and 98 in Teachers College; the corresponding numbers a year ago were 305; 309; 133; and 110. Regarding Table III, these explanations are pertinent: The 439 students listed under commerce are taking the business administration course in the College of Engineering and Commerce. The 294 reported under architecture include also students in landscape architecture and art-in-industry in the School of Applied Arts. The 378 students indicated under other courses include 223 women in the School of Household Administration and 155 in the School of Nursing and Health, which now has a four-year curriculum. The 115 persons listed for extension courses are taking work counting toward a degree. Full-time students, 4,397; in 1935, 3,941.

Columbia University's 1940 figure of 14,384 resident students is 173 larger than last year. The grand total of 26,529 is 1,099 smaller. Beyond this there are non-resident students, estimated at 600 in special courses and 900 taking extramural courses, bringing the super-grand total up to 28,029. In Table III the liberal arts total of 2,813 is made up as follows: Columbia College, 1,723 men; Barnard College, 976 women; Bard College at Annandale-on-Hudson, 114 men. The education total of 5,252 reveals a decrease of 541 at Teachers College, as compared with a year ago. The term other courses takes in the New York School of Social Work, with 830 students; library service, with 394; nursing, 278; optometry, 101; university undergraduates, 95 men and women; dental hygiene, 41. Full-time students, 14,384; in 1935, 14,116.

Cornell's full-time enrolment of 7,031 this fall is 82 more than a year ago, with small increases in a half dozen fields and a few decreases. Among the latter are slight drops in agriculture, architecture, law and non-professional graduate work. Because of a lessened 1940 summer attendance (76 fewer than in 1939), the grand total is 69 below that of a year ago. In Table III the total of 1,335 given for applied science includes 276 students in chemistry. Under other courses the count includes 486 in home economics, 313 in hotel administration and 162 in veterinary medicine. The special report on freshmen shows 551 in liberal arts; 462 in engineering; and 375 in agriculture compared with corresponding freshmen in 1939 of 450; 436; and 415. Full-time students, 7,031; in 1935, 5,746.

Anticipating withdrawals because of national defense conditions, Harvard admission authorities accepted 1,066 college freshmen or 66 more than in 1939. The withdrawals came in moderate measure; the full-time total of 7,927 is 282 less than a year ago. There are decreases in a half dozen fields, largest in law, business administration and non-professional graduate study. In scanning Table III these points are of interest: the figures for architecture include some students in landscape architecture and regional planning. Students doing work in chemistry, forestry and music are included in the graduate school heading of this table. The 14 listed under

journalism are holders of professional fellowships. The term other courses here takes in 53 graduate students in the School of Public Health, 35 special students, 33 traveling fellows, 28 in the Graduate School of Public Administration and 24 junior fellows. The part-time students include 673 graduates in medicine, 212 in the Graduate School of Education and in the curriculum for the M.A. degree in teaching, and 3 in the Graduate School of Business Administration. No extension figures are given. Under the auspices of the Massachusetts State Department of Education, extension courses are given by Harvard instructors which are attended by many hundreds of students. Full-time students, 7,927; in 1935, 7,848.

The full-time attendance of 13,551 at the University of Illinois this fall is 41 larger than a year ago. As to freshmen the current figures are 1,486 liberal arts, 677 engineering, 603 commerce, and 563 agriculture, as compared with corresponding numbers for 1939 as follows: 1,353; 607; 621; and 548. The total of 2,424 for engineering in Table III includes 601 students in chemistry and chemical engineering who are included also in liberal arts and sciences (with proper deductions for duplicates in the table). The total for other courses here includes 414 in the School of Physical Education, 88 in library work and 55 in landscape architecture. The 1,680 reported for the teaching staff "includes 325 non-paid members of the clinical staff." It may be mentioned that the university's work in medicine, dentistry and pharmacy is given in Chicago. Full-time students, 13,551; in 1935, 11,528.

Although its freshman class is nearly a hundred smaller, the full-time total of Indiana University is 51 larger than in 1939, thus continuing the upward trend of the past few years. The increases are chiefly in liberal arts men students, in medicine, in graduate courses and in education. As to freshmen the special reports show 1,143 in liberal arts, 537 in commerce, and 174 in education, compared with corresponding figures for 1939 as follows: 1,202; 596; 153. In Table III, the 130 students recorded under other courses are in nurses' training. Full-time students 6,322; in 1935, 5,003.

An increase of about 200 in women students and of about 100 in graduate students were the chief elements in the gain reported by the State University of Iowa, which has a full-time enrolment of 6,663 as compared with 6,271 a year ago. There are 1,162 freshmen in liberal arts and 170 in engineering; in 1939 the corresponding numbers were 1,163 and 138. In Table III, the 253 listed under other courses are student nurses.

The Johns Hopkins University full-time attendance of 1,585 this year is somewhat under that of 1939. Somewhat smaller also is the grand total of 5,388. In Table III, the 367 students listed under engineering include 35 in the Graduate School of Engineering. The 297 students reported under medicine include 10 in "art as applied to medicine." Other courses here means the School of Hygiene and Public Health, with 150 students. There are 120 freshmen in liberal arts and 118 in engineering, compared with 125 and 107 a year ago. Full-time students, 1,585; in 1935, 1,816.

Due to small decreases in practically all departments, the University of Kansas full-time attendance of 4,101 is 286 below that of a year ago. As to freshmen, the analysis shows 735 in liberal arts, 204 in engineering, and 33 in Teachers College, as compared with corresponding figures for 1939; 770; 237; and 57. Explanations regarding Table III follow: Students taking architecture are included under engineering, and those taking music under the heading for art. Other courses here means nursing. Full-time students, 4,101; in 1935; 4,104.

Small decreases in the freshman class in

most departments account for the drop of 146 in the full-time enrolment of 11,952 at the University of Michigan this fall. The total of 1,702 freshmen ("admitted directly from high school") includes 1,061 liberal arts, 414 engineering, 53 architecture, 10 pharmacy, 22 education, 37 music, 9 dental hygiene, and 96 nursing, as compared with corresponding attendances a year ago as follows: 1,139; 467; 63; 10; 24; 49; 9; and 84. In Table III, the asterisks for art, divinity and journalism mean that students looking forward to these fields are in the L., S., and A. College. The 237 students listed under other courses are taking work in nursing. The 1,807 persons engaged in extension work include 1,148 in credit courses. Full-time students, 11,952; in 1935, 9,850.

The report of the University of Minnesota lists 15,167 full-time students, or 134 less than in 1939. As to freshmen, analysis reveals increases only in the Institute of Technology. The details follow. 1940: Science, Literature and Arts College, 1,615; Institute of Technology, 700; Agriculture, 423; Education, 141. In 1939: 1,767; 585; 466; 164. Regarding Table III, it may be explained that courses in architecture, chemistry, engineering and mines, listed under engineering, are given in the Institute of Technology; that the total for agriculture also includes students in forestry and home economics; that students in art, journalism and music are included in the liberal arts total, and that the figures for other courses embrace the General College, 983 students; nursing, 432; Institute of Technology and Business, 143; agricultural education, 121; public health nursing, 121; dental hygiene, 105; medical technology, 71; University College, 45; Institute of Technology and Agriculture, 28; agricultural business, 6. The report does not supply the requested information as to deductions for those attending the 1940 summer session who are also enrolled for the present academic year. The reported grand total of 22,297 is accordingly not comparable with those of other universities and is therefore not listed in Table IV. Full-time students, 15,167; in 1935, 12,873.

TABLE V

STATES HAVING LARGEST FULL-TIME ENROLMENT

States	Full-time students	Rank in collegiate population	Rank in U. S. census population
New York	97,760	1	1
Pennsylvania	52,646	2	2
Illinois	52,579	3	3
Ohio	52,373	4	4
California	51,642	5	5
Texas	46,030	6	6
Michigan	37,037	7	7
Massachusetts	36,820	8	8
Indiana	26,085	9	12
Missouri	25,099	10	10
Minnesota	23,390	11	18
Wisconsin	23,191	12	13
Iowa	22,277	13	20
North Carolina	20,670	14	11
Washington	20,343	15	30
Virginia	19,775	16	19
Louisiana	19,647	17	21
Kansas	17,212	18	29
Alabama	15,933	19	17
Tennessee	15,127	20	15
Georgia	13,936	21	14
Oklahoma	13,856	22	22
Nebraska	13,451	23	32
Kentucky	13,249	24	16
South Carolina	12,394	25	25

Despite decreases in freshmen, the full-time enrolment at the University of Missouri this fall, reported as 6,128, is 174 larger than in 1939. The main gains are in liberal arts, engineering (upper classes) and medicine. As to freshmen, the comparison with attendance a year ago is as follows: 1940: liberal arts, 821; engineering, 236; agriculture, 386. 1939: 803; 408; 410. The engineering total in Table III includes students on the campus at Rolla whose courses embrace mining, metallurgical, civil, mechanical, electrical, chemical and ceramic engineering. The 1940 summer session attendance of 3,260 was slightly lower—53 students less—than that of 1939. Full-time students, 6,128; in 1935, 3,871.

Economic conditions throughout the state appear to be a factor in the reduction of 319 in the full-time attendance of the University of Nebraska, which is 6,452. The decrease is chiefly among freshmen, of whom there are 1,637 as contrasted with

1,991 a year ago. Comparisons by fields are not significant, since there are now 523 freshmen registered in the newly organized junior division, in which there are no classifications as to liberal arts, engineering, commerce, etc. Regarding Table III it may be explained that the figures given for agriculture include students in home economics and that other courses here embraces 523 in the new junior division of the university and 139 nurses and technicians. There are 3,087 citizens taking the university's correspondence courses and 220 enrolled in extension work. The super-grand total of Nebraska would thus be 11,597. Full-time students, 6,452; in 1935, 5,521.

An even 100 more full-time students than last year are reported for the Evanston and Chicago campuses of Northwestern University. The present enrolment is 6,175. As to the grand-total attendance of 19,085, the increased part-time attendance and also the 1940 summer session raise this to 949 above the grand total for 1939. The freshman class is made up of 795 in liberal arts and 191 in engineering, as compared with 859 and 107 respectively a year ago. It is worthy of special comment that the freshman class in engineering is the first under the newly established Northwestern Technological Institute organized on the cooperative system originated by the late Dean Herman Schneider at the University of Cincinnati. In Table III, the term other courses means the department of speech. Full-time students, 6,175; in 1935, 5,622.

With Dr. Howard L. Bevis as its new president, Ohio State University opened this fall with substantially the same grand total, 17,019, as was reported a year ago. The 12,980 full-time attendance is, however, 251 below that of 1939. As to the freshman class the decreases are in commerce and agriculture, with increases in other fields as the following figures disclose: 1940, 1,421 liberal arts; 559 engineering, 787 commerce, 668 agriculture and 772 education. 1939, 1,387; 559; 799; 711, and 759. In Table III the asterisks indicate that students in architecture are included under engineering; students in art and music under education; students in forestry under agriculture; and students in journalism under liberal arts. The 472 listed under other courses are studying arts-education, nursing, optometry and veterinary medicine. Full-time students, 12,980; in 1935, 11,215.

With 64 fewer freshmen than a year ago, the University of Pennsylvania reports 7,247 full-time students, or an even 100 less than in 1939; and a grand total of 14,275, as compared with 14,602 a year ago. Analysis of freshmen shows 355 men and 227 women registered for liberal arts, 74 for engineering and 545 for commerce, as compared with corresponding 1939 numbers as follows: 402; 238; 75, and 550. In Table III the 487 listed under engineering include 166 who are taking chemical engineering and 51 chemistry. The figures for medicine take in 254 in the Graduate School of Medicine. An enrolment of 1,980 in the Wharton School and 126 in the Graduate Course in Business Administration make up the total listed under commerce in Table III under education; 79 graduate students are included. Other courses in this instance means veterinary medicine 189, Nurses Training School 176, Pennsylvania School of Social Work 112, and oral hygiene 36. Of the 6,298 indicated as part-time students, the largest groups are in the Evening School, 3,066; College Collateral Courses, 1,280; education (including 301 graduate students), 749; and Graduate School of Arts and Science, 810. Full-time students, 7,247; in 1935, 6,449.

Slightly larger than last year (26 more) is the full-time attendance of 6,291 at the University of Pittsburgh, while the grand total of 12,404 is 390 more. The freshman class includes 693 in liberal arts, 293 in engineering and 208 in commerce, as compared with similar 1939 classifications as

follows: 697; 280, and 204. The chief increase in those streaming into the Cathedral of Learning is in the part-time students who this fall number 4,252, or 321 more than a year ago. In Table III, the engineering entry of 968 embraces 246 taking the course in "mines." In considering the listing of 338 under education in this table, it should be known that the freshman and sophomore years are included in the liberal arts college. Other courses here mean applied social science, 191 students; nursing, 98; retail training, 31. Full-time students, 6,291; in 1935, 5,747.

Accepting 20 freshmen more than in 1939, Princeton has an attendance of 2,680 this fall, as compared with 2,694 in 1939. The slight decrease is in the college upper classes. The enrolment of 396 engineering students shows an increase of 15, even though there are fewer entering engineering students. There are 528 freshmen in liberal arts and 129 in engineering as compared with 494 and 143 respectively a year ago. As to Table III, it should be noted, as usual, in regard to deductions for duplicates that all in attendance in the summer school are Princeton students taking make-up courses. Full-time students, 2,680; in 1935, 2,535.

Stanford University's report is in accordance with its usual form of giving all students first under liberal arts headings and again under specialized headings, with proper deductions for such duplication. In the lower division there are 626 freshmen now as compared with 603 a year ago. As to full-time students, the present figure of 4,334 is 11 less than in 1939. There are 33 more women and 44 fewer men. In Table III, the total for engineering includes 25 students in chemistry. The 298 graduate students are in the Schools of Biological Sciences, Letters, Physical Sciences and Social Sciences. The 186 students indicated under commerce are in the Graduate School of Business. Other courses here means nursing, with 92 students. The teaching staff figure includes 169 teaching assistants. Full-time students, 4,334; in 1935, 3,874.

TABLE VI

LARGEST INSTITUTIONS

Institution	Full-time students	Rank	All-resident students	Rank
California				
Berkeley	16,946	1	20,028	4
Los Angeles	9,043	11	11,049	19
Minnesota	15,167	2	?	?
Columbia	14,384	3	26,529	2
Illinois	13,551	4	16,491	7
Ohio State	12,980	5	17,019	6
New York University	12,585	6	35,623	1
Michigan	11,952	7	15,736	8
Wisconsin	11,397	8	14,870	10
Texas	10,091	9	13,742	12
U. of Washington	10,014	10	13,564	13
C. C. of New York	8,680	12	21,970	3
Harvard	7,927	13	10,339	22
Louisiana State U.	7,511	14	9,696	24
U. of Pennsylvania	7,247	15	14,275	11
Cornell	7,031	16	8,580	..
Hunter	7,008	17	11,392	18
Pennsylvania State	6,765	18	10,069	23
Brooklyn	6,688	19	13,430	14
Iowa U.	6,663	20	9,078	..
Purdue	6,540	21	7,820	..
Nebraska	6,452	22	8,290	..
Indiana	6,322	23	7,946	..
Pittsburgh	6,291	24	12,404	15
Oklahoma	6,178	25	8,026	..
Northwestern	6,175	..	19,085	5
Southern California	5,121	..	15,196	9
Wayne	4,733	..	11,995	16
Cincinnati	4,397	..	11,689	17
Boston U.	6,026	..	10,604	20
Chicago	6,063	..	10,425	21
Western Reserve	3,167	..	9,677	25

The upward trend at Syracuse University has been checked, according to the 1940 report which shows 5,969 full-time students as compared with 6,294 a year ago. Analyzing the freshman figures, we find 463 in liberal arts, 168 in engineering and 312 in business administration. In 1939, the corresponding tabulations were 467; 142; and 357. As to Table III, it may be commented that the total of 548 for art includes students in music as well as the fine arts; and that the term other courses in this case includes the New York State College of Forestry, 515 students; home economics, 458; School of Speech, 106; nursing, 78; Wanakena Forest Rangers, 53; library course, 37. Full-time students, 5,969; in 1935, 4,967.

Thriving economic conditions in Texas are reflected by the increase of 219 students

TABLE VII
FRESHMAN ENROLMENT

	Liberal Arts		Engineering		Commerce		Agriculture		Teachers	
	1939	1940	1939	1940	1939	1940	1930	1940	1939	1940
56 Universities, public	38,430	37,916	11,450	11,691	7,940	7,355	5,636	5,260	3,426	3,114
53 Universities, private	23,238	23,805	4,436	4,909	8,260	8,068	629	619	2,202	1,996
410 Colleges	76,840	74,349	1,521	1,775	3,856	3,922	413	295	3,394	2,978
50 Technical Institutions	4,585	4,720	13,252	13,895	2,358	2,247	4,859	4,416	1,269	1,126
74 Teachers Colleges	5,249	5,282	50	51	389	420	82	57	24,371	22,875
643 Totals	**148,342**	**146,072**	**30,709**	**32,321**	**22,803**	**22,012**	**11,619**	**10,647**	**34,662**	**32,089**

in the 10,091 full-time enrolment of the University of Texas, which takes in the main institution at Austin and the medical branch at Galveston. The gain in numbers does not, however, apply to the freshman class, in which there are 1,218 in liberal arts, 294 in engineering, 69 in fine arts and 31 in pharmacy, as compared with freshmen in the corresponding categories of 1939 as follows: 1,286; 303; 46 and 67. As to Table III, these explanations are in order: The engineering figure includes some students in architecture. The figure under art includes students in music as well as the fine arts. Other courses here means nursing. The deduction for summer session duplicates is that between 1939–40 and the 1940 summer session. Full-time students, 10,091; in 1935, 7,534.

The full-time enrolment of 3,187 at Tulane University of Louisiana is 38 below that of last year and the grand total of 4,507 is 101 below. However, the number of freshmen is larger. The 1940 figures of 557 in liberal arts, 193 in engineering and 105 in commerce exceed in two fields the corresponding 1939 figures: 542; 174, and 108. The total for engineering in Table III includes 74 students in chemistry. Students majoring in education and journalism are included in the liberal-arts statistics. Other courses in this instance are graduate medical courses, estimated as 153 students and the professional school of social work, 104 students. The distribution of part-time students in work that "may be applied towards a degree" is as follows: Night courses in College of Commerce, 500; division for teachers, 375; social work, 88. Full-time students, 3,187; in 1935, 2,527.

The full-time enrolment of 10,014 at the University of Washington (Seattle) is 115 below the 1939 attendance and the grand total of 13,564 is 109 below. However, the freshman class this fall, 3,324, exceeds that of last year by 203 as the following details reveal. 1940: arts and sciences, 2,246; engineering, 539; economics and business, 419; forestry, 58; pharmacy, 48; "mines," 14. 1939: 1,964; 527; 502; 77; 40; 11. In Table III, the total of 1,362 under engineering includes 85 in the College of Mines. The asterisks mean that students taking architecture, art, journalism and music are enrolled in the College of Arts and Sciences, listed under liberal arts. Full-time students, 10,014; in 1935, 8,118.

A somewhat larger freshman class this year makes the University of Virginia full-time attendance of 2,849 exactly 25 more than last. There are 532 liberal-arts and 72 engineering freshmen or 35 and 1 more, respectively, than in 1939. In Table III, the total engineering figure includes 140 students in chemistry; and the 56 listed under art include students in architecture. As to the report of 411 commerce students, it should be explained that there are 116 freshmen intending to go on in commerce who are included in liberal arts for the first year. The grand total of 3,820 is 7

fewer than that reported a year ago. Full-time students, 2,849; in 1935, 2,259.

The full-time attendance at Washington University (St. Louis) is 3,395, which is somewhat under that of a year ago. There are 613 freshmen, including 483 in liberal arts and 130 in engineering, compared with 508 and 149 respectively in 1939. In Table III, the total of 260 for other courses takes in 157 nursing students, 95 in social work, 6 in foreign service course and 2 in public service course. Full-time students, 3,395; in 1935, 3,475.

There are 3,167 full-time students and a grand total of 9,677 at Western Reserve University, both somewhat below corresponding counts in 1939. There are 546 freshmen taking liberal arts and 19 taking education as compared with 596 and 36 a year ago. Students in art, chemistry, commerce, journalism and music are listed in the total for liberal arts in Table III. Other courses comprise social sciences, 187 students; nursing, 183; library, 61. Full-time students, 3,167; in 1935, 3,186.

The persistence of upper-class students at the University of Wisconsin more than offset the decrease in the number of freshmen, with the result that the full-time attendance of 11,397 is 129 more than a year ago. As to freshmen the figures for this fall show 1,863 in liberal arts, 466 in commerce, and 422 in agriculture; the 1939 corresponding numbers were 1,900; 440, and 436. In Table III it may be noted that art education and applied arts are included under education; that courses in commerce, journalism, music and pharmacy are included under liberal-arts totals. Other courses here means the School of Nursing, with 231 students. Counting credit and non-credit extension and correspondence courses, Wisconsin's super-grand total of registration is 45,662. Full-time students, 11,397; in 1935, 9,065.

Yale's enrolment of 5,349 full-time students is 18 fewer than that of 1939. The freshman class has 859 men, or 23 more than a year ago. In Table III, other courses means the School of Nursing, in which there are 133 young women. Full-time students, 5,349; in 1935, 5,096.

THE VICHY GOVERNMENT AND EDUCATION IN FRANCE

By I. L. KANDEL

PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THE shadow of coming events had already fallen over French education several years before the recent collapse of France. The miasma of Fascism had begun to infect the minds of leaders who apparently professed to see no incompatibility between totalitarianism, which begins by exercising a despotism over the minds of men and then extends it over their bodies, and the ideals of French democracy. These leaders were ready to discard *Liberté, Egalité, Fraternité* for *Patrie, Famille, Travail*, even before the war broke out. As recently as 1930, Professor Carleton Hayes discussed in his detailed and fully documented book, "France, a Nation of Patriots," the intensive cult of patriotism in French schools. Four years later Marshal Pétain deplored the lack of patriotic training in French education and the absence of patriotic enthusiasm in French youth.

In an address at the fourteenth annual dinner of *La Revue des Deux Mondes* held on December 3, 1934, reported in a supplement of the same journal on December 15,

1934, Marshal Pétain, after tracing the history of the cult of patriotism in French schools after 1870, deplored the more recent tendency "to neglect and at times even to oppose instruction in patriotism." "Today," he went on to say, "our educational system pursues as the sole aim the development of the individual considered as an end in himself. The members of the teaching profession devote themselves quite openly to the end of destroying the state and society. Such are the teachers who bring up our sons in ignorance or contempt of their country." The adolescent who presented himself for military service came too often, he said, without any ideal and without enthusiasm. Marshal Pétain then proceeded to present a picture of what was being done in Italy, Germany and Russia, in each of which "there are unfolded before our eyes the greatest educational experiments in history under the control of the state."

The Marshal then assured his audience that this was not the type of education that he proposed, and, after giving this assurance, proceeded to outline a system to which a Mussolini, a Hitler, a Stalin could raise no objections! "The important point in this educational policy is the action on youth by binding the school and army closely together." It is the task of education and of the army to develop physical strength, to forge the hearts and to mold the will. "The teacher, the professor, the officer participating in the same task, must be inspired by the same traditions and the same virtues." A virile doctrine, collective effort, national interest, the glories and destinies of the country can be promoted only by defining in detail the tasks of all under a supervised and controlled system of education for patriotism. On ground so prepared "the army, the crown of national education, would, with its lofty lessons of equality, solidarity, discipline and self-denial, come in its turn to sow the seeds of the welfare of society and the superior interest of the state."

School education is not enough; its results must be protected against external influences. "Public authorities command the power and means of propaganda needed—the press, the motion picture, the radio. It is their task to exercise supervision over society in the moral and social field, to stimulate the energy of the people in a healthy atmosphere and to give to all the people, together with greater well-being, a higher level of patriotic and moral education."

Three years later, in 1937, General Weygand developed the same ideas in more detail in a pamphlet, "Comment Élever Nos Fils?" He deplored the secularization of education and insisted on moral training through religion. More attention must be given to physical education and direct preparation for military service in schools, by approved societies and in military centers. Respect for authority must be cultivated. The peasant and artisan must be restored to their traditional position of honor. Youth must be brought up in devotion to a moral and national ideal, their bodies must be trained, as well as their intelligence and hearts, in order to generate that internal force which makes a man captain of his soul. The cover of the pamphlet carries a picture of four boys in that pose with which Nazi and Fascist photographs of youth had already made the world familiar.

It is not necessary here to discuss the accuracy of the charges of Marshal Pétain and General Weygand that French education had failed to produce the kind of patriotism that they considered desirable. Their statements were called forth rather by the political activities of the leading teachers' organization, the *Syndicat des Instituteurs*, which for years had taken up a militant left-wing position in French politics. Year after year, at its annual con-

ventions, the *Syndicat* had passed resolutions against the government in power, had advocated radical social reforms and had been strongly pacifist and international. This militancy was, however, never carried into the classroom; certainly no charges are on record that teachers made any attempts to indoctrinate their pupils with their views. Nevertheless, here were teachers as a body taking a definite stand on socio-political questions and not only aligning themselves but in some cases becoming affiliated through their association with the left-wing *Confédération Général du Travail*. On the educational side they stood in the main for a reorganization of the educational system—the *école unique*—which would provide an increase of educational opportunities. On the teaching of patriotism the only charge that could be brought against them was that they were strongly in favor of the elimination from the teaching of history and from history text-books of all elements that would engender hostility to other nations and cultivate national aggressiveness. In this, however, they did not differ from most French citizens nor from the views of most governments since 1918. They looked for an era in which a new type of nationalism and a new international world might be developed. It is difficult to discover how many teachers in France followed the militancy of their organizations because they shared their political and social views, and how many retained their membership because they hoped that, through general pressure on the governments, certain long-overdue educational reforms could be secured.

The French situation raises an interesting and important question in educational politics which is not without relevance to the American scene. Those French teachers' organizations, which, in the hope of securing educational reforms, took up a tendencious position on all political, social and economic issues, invited the strong opposition of reactionary forces, which, as a result of the debacle, are now in the saddle. It will be a long time before the control of education by these forces will be removed. England presents a different picture. There the largest teachers' organization, the National Union of Teachers, voted a few years ago against affiliation with any political group. The result has been that the teaching profession not only enjoys the confidence of the country and of all political parties, but is consulted on all educational issues by every political party when it is in power. Further, there is a settled principle that the teacher's political views, whether conservative, liberal or radical, are his own business, provided that he does not attempt to inject them into his teaching in the classroom.

The French situation is interesting from another point of view—the difficulty of evaluating current events. Few would have dreamed that the address of Marshal Pétain in 1934[1] or the pamphlet of General Weygand, as recently as 1937, forecast the shape of things to come so soon. Something might have been made, for example, of Mussolini's glowing tribute to M. Laval in 1935. In an interview with Jules Sauerwein, reported in *The New York Times*, October 7, 1935, the Duce said, "The hearts of our two peoples would revolt, if for any cause whatever a conflict should start between us. It is too monstrous to be imagined. I have confidence in France and I have confidence in Premier Laval whom I esteem and admire enormously." Events have proved that Mussolini had a right to have this confidence. The first stone had already been well and truly laid for the new edifice on which the inscription *Patrie, Famille, Travail* was to efface the inscription by which France brought a new hope for mankind

[1] The substance of this address appeared in the "Educational Yearbook, 1935," of the International Institute of Teachers College, Columbia University, pp. 213 f. New York, 1935.

throughout the world, *Liberté, Egalité, Fraternité*. Only those who really know France know that this new inscription is but temporary, and that the true French inscription will shine forth again with greater brightness because the French and humanity all over the world will have begun to realize its real meaning.

EVENTS

THE CARNEGIE CORPORATION LOOKS INTO THE FUTURE

THE policy of the Carnegie Corporation of New York, as approved by the trustees and reported by the president, Frederick P. Keppel, to insure payment of pensions to the 3,450 individuals on the list of the Carnegie Foundation "will limit the distribution" of the corporation's income for other purposes for twenty years. The Carnegie trusts are entirely separate and independent, but to preserve "The Andrew Carnegie Tradition" the foundation and the corporation concur in a plan to meet all pension obligations.

Another of Andrew Carnegie's endowments, the Carnegie Institution of Washington, suffering a drop in income because of falling interest rates, was aided by the corporation to the extent of $900,000, of which $750,000 was payable in five annual installments.

Again, to the Harvard Dental School a conditional grant of $650,000 was made by the corporation on the ground that the proposed plan to integrate the Dental School with the Medical School would have "far-reaching scientific and social implications."

These three decisions and the present low rate of interest have resulted in the corporation's exceeding its current income; consequently, the year, 1940–41, will be a "tight year," calling for "understanding and forbearance on the part of its friends and associates."

Dr. Keppel calls attention to the fact that a foundation fulfils its purpose by "working through another institution" and that there are far more educational institutions and "more voluntary organizations for worthy purposes than the nation can possibly afford." As many of these will gradually pass out of existence, it is the duty of the foundation so to place its grants as to aid in the "survival of the fittest." Dr. Keppel says:

> It is, of course, within the realm of possibility that the combination of calls upon public funds . . . and upon private funds for relief overseas might together operate to reduce the funds available for educational and scholarly purposes, but there is as yet no indication that this will happen. . . . There is every reason to welcome the growing evidence of . . . a conservation movement in cultural philanthropy.

Speaking of research and education as the major purposes of all American foundations not specifically directed toward other ends, Dr. Keppel declared that research

> is a field in which the dollar provides no measuring line . . . and yet the chances of success can not but be enhanced by environmental factors . . . such as adequate equipment, and understanding and stimulating personal contacts. Education . . . requires public appraisal and public understanding. We have to-day the favorable factor of growing public interest in this our largest national industry. Much, however, remains to be done to clear the public mind as to what the public itself wants from education . . . and . . . to clarify the teachers' ideas as to what the processes of formal education can and can not do to affect the social order.

The grants made by the corporation in 1939–40 were as follows: for libraries, $374,520; for the arts, $459,500; for research, studies and publications, $2,026,947; for adult education, $218,000.

ART IN THE NATION AND IN NATIONAL DEFENSE

REALITY is being faced on all fronts to-day, and the American Art Front is not out of step with the times, either in progressive peace-time achievements or in rearmament participation. Significant evidence of normal progress was revealed recently on the occasion of National Art Week held during the last week in November. It is too early to gauge the monetary results of this event, but its significance is greater than these. The vast output and stimulating variety revealed by artists from all parts of the country disclosed that, paradoxically enough, the American artist has found a new frontier

right at home in the past decade—the time of the nation's greatest depression. The current exhibitions at the Carnegie Museum (Pittsburgh) and the Whitney Museum (New York City), but two of many, bear vivid witness to the vitality of individual concept and expression.

Fortunately, promotion methods and newer and broader markets, long lacking in the field of art, are now being developed. The Associated American Artists and the American Artists Group are reproducing etchings and color facsimiles by leading contemporary native artists. Among those whose works have been reproduced are Thomas Benton, Grant Wood and Georg Grosz. The etchings sell for as little as five dollars, as an arrangement is made with the artist for a limited edition of 250 prints, for the plate of which he is paid as much as $200. The artist is given twenty-five prints for his own use. Many of these plates have already sold their quota, such has been the demand. The AAA Gallery has introduced a new type of color facsimiles, the Gelatone process. A single representative work of each of a dozen American artists is available in this medium at a nominal price. In addition to the works of the artists mentioned above, pictures by Millard Sheets, Peter Hurd, Leon Kroll, Ernest Fiene and Nicolai Cikovsky have been reproduced. These, too, are limited editions and are constantly being supplemented, the objective being to make available an outstanding example of each of the foremost artists.

Thomas Benton, head of the Kansas City Art Institute, who has completely revised the arts course there, had such success with his students, who come from forty-three states, as well as from Canada and Argentina, that he arranged an exhibition of their best works at the AAA Gallery. This exhibition closed on December 4. William Thornton Kemper, president of the institute, was in charge of the exhibit.

Mr. Benton, ever alert to the times, is doing his share in contributing skilled artists to the rearmament program. Thirty-seven men and women have enrolled for a course in camouflage so that skilled artists will be available for service in defense activities. It is hoped thus to avoid much of the inadequacy of hurriedly contrived devices employed in the first World War with only partial success.

The camouflage training is but one angle of the artists' function in rearmament, as the government is in great need of men who can work in three-dimensional perspective, according to a statement recently released by Cooper Union. Architects are being engaged to design army barracks, sculptors to design models for battleships, camps, war machines, relief maps. Technical designers are being developed from oil and water-color painters. Thus, those with only mechanical and inventive skill will be absorbed, used constructively and realistically evaluated, while the truly creative artist will remain to express the full import of his artistry. In absorbing many with merely a technical aptitude, the government, with its "selective-service" program, is clearing the ground for the true artist, who, after all, is the only one to reveal reality in its fullest sense.

TEACHERS OF MODERN LANGUAGES STATE THEIR CASE

THE Association of Modern Language Teachers of the Middle States, meeting in Atlantic City, November 23, in conjunction with the Middle States Association of Colleges and Secondary Schools, adopted three resolutions, which embody, substantially, the following suggestions and recommendations:

First, that the program for national defense, the need for closer relations with Latin America and the fact that a knowledge of foreign languages is essential to an intelligent understanding of the culture of other nations emphasize the advantages of a study of foreign languages "in any program of military, economic or ideological defense" and, in particular, of the study of Spanish and Portuguese, without a knowledge of which we can neither understand nor appreciate the background and culture of our nearest neighbors.

Second, that, inasmuch as a pamphlet—"What the High Schools Ought to Teach"—sponsored by the AYC and prepared by a committee of five professors of education, three city superintendents of public schools, one high-school principal and the director of an industrial institute, contains radical criticisms of the "conventional subjects," English, mathematics, foreign languages, natural sciences and history, it seems highly important to teachers of foreign languages that a committee making such a report

should not be dominated by professors of education and educational administrators, but should comprise

> representatives of the general public, of parents, of business and professional life, of the intellectual leadership of this country and . . . of the so-called "traditional subjects" of English, mathematics, foreign languages, history and natural sciences, . . . "exact and exacting" studies which contribute to an understanding of the world in which we live and at the same time help to provide knowledge and skill vital to any program of national defense.

Third, that, since foreign-language study as "an essential part of the American educational program" has been advocated by the association through the years, it is pleased to extend "its felicitations" to the National Federation of Modern Language Teachers and to the *Modern Language Journal*, which are celebrating this year their twenty-five year period of service to the cause of education in America, and to renew its pledge of support

> to the basic ideals of foreign-language teaching, to the unity of all foreign languages and to any program looking toward the provision of adequate foreign-language instruction for every American boy or girl capable of profiting by such instruction.

A COOPERATIVE PROGRAM FOR THE TRAINING OF ENGINEERS AND TECHNICIANS

A SPECIFIC joint effort on the part of Harvard University, the Massachusetts Institute of Technology, Northeastern University and Tufts College to cooperate with the U. S. Office of Education in specialized training for national defense has resulted in a schedule of courses, both full-time and evening, to be offered without tuition charges to students who have had "at least three years in an accredited engineering school or its equivalent. . . . Certain highly specialized courses will require engineering degrees."

Other engineering schools located in the Northeastern regional district, which comprises Maine, Massachusetts, New Hampshire and Vermont, in cooperation with the regional adviser on engineering defense training, Edward L. Moreland, dean, Massachusetts Institute of Technology, are also planning, each in its own way, similar courses in specialized training for the national defense.

The four institutions of greater Boston are working together in order "to avoid duplication of courses and to assure the most effective utilization of the special teaching and laboratory resources of each." They expect to train approximately 1,000 students. Representatives of each institution make up the committee in charge of the program: Harald M. Westergaard, dean, Harvard Graduate School of Engineering; Raymond D. Douglass, of the Massachusetts Institute of Technology; William C. White, dean, College of Engineering, Northeastern University, and Harry P. Burden, dean, Tufts School of Engineering.

It is expected that the subjects of the day courses, substantially "equivalent to one full college term of 16 weeks," will include "airplane power plants, airplane structures, camp sanitation and water supply, building construction, defense production and coordination, naval architecture, marine engineering, meteorology, mapping, topography and surveying and aerial mapping."

There is another full-time day course that will be offered to non-engineering students who have been trained in science and mathematics and who wish to seek employment in industries "engaged in work related to national defense."

> The proposed subjects of the evening courses . . . include machine design, production engineering and supervision, elementary airplane structures, radio communications, concrete construction and inspection, foreman training, chemistry in national defense, testing and inspection of materials, physical metallurgy, reinforced concrete and welding engineering. Other evening courses will cover applied mathematics, applications of metallography, exterior ballistics . . . servo-mechanisms . . . vibrations and their applications and instrumentation . . .

Further information may be obtained from the Engineering Defense Training Bureau, Room 7–102, Massachusetts Institute of Technology, Cambridge.

"THE NEXT DECADE OF AMERICAN FOREIGN POLICY"

THE College of William and Mary (Williamsburg, Va.) is sponsoring a cooperative study of American foreign policy, inviting students from 300 colleges and universities to take part. John Stewart Bryan, president of the college, announced on November 23 that a friend of the

institution will enable the "Institute for National Policy of William and Mary" to offer for the twelve best studies prizes amounting to $4,050. The plan is as follows:

Each cooperating institution will select three students and a faculty adviser to draft an essay on "The Next Decade of American Foreign Policy," analyzing the economic, political and geographic factors most likely to influence American foreign policy and setting forth the basic principles of the suggested program.

The contest ends March 1, 1941, and the most significant essays will be published in June. Three national prizes of $450 each will be divided among the three members of the committees that write the best essays in the national competition, and nine regional prizes of $300 each will be divided among the three members of the winning committee of each region.

Dr. Bryan pertinently remarked that "it is the generation of students now about to pass from academic halls that must ultimately bear the responsibility for carrying to conclusion the national policies we evolve to-day." He believes that America has been far-sighted in recognizing the connotations of the present crisis as well as the inevitable changes and readjustments to be made in a new world, and the study program on foreign policy is intended to give institutions of learning an opportunity to fortify youth against uninformed and irresponsible attitudes of mind.

THE NAZIS AND THEIR SUBJUGATED NEIGHBORS

THE acme of Nazi diabolical cleverness finds expression in a decree closing institutions of higher learning in German-occupied Poland. By way of justification, it characterizes educated classes in Poland as "a degenerate and demoralizing pseudo-intelligentsia." This galling outrage is carried even into the elementary schools in that the teaching of Polish history and of geography is *verboten;* all teaching is confined to subject-matter supplied by German authorities. A Polish correspondent of *The Times* (London) writes: "Only elementary schools and trade schools—preferably those for the training of artisans—are allowed to remain open. Private teaching is strictly forbidden and offenders are severely punished." But for Germans in Poland, whether pre-war residents or new arrivals, secondary schools have been opened.

In contrast to this policy in Poland, the German minister of education, Bernhard Rust, has announced that the public-school system of Germany is to be reorganized on the time-honored Austrian plan, under which Adolf Hitler himself received his schooling. According to a dispatch from Vienna in *The New York Times*, November 27, the Austrian system, "the cornerstone of Austria's pre-World War culture," had its inception in 1869 and has thus reached the venerable age of seventy years. It is to be introduced first in Germany's conquered territory east and west of Germany proper and, later, in the fatherland itself. The distinction made between the German and Austrian systems by Austrian educators is that while the German *Mittelschule* educates for officialdom, the Austrian *Hauptschule* educates for life.

This is not the first time the Nazis have recognized the cultural leadership of Austria. Propaganda Minister Joseph Goebbels had already proclaimed that Vienna, instead of various German cities, would be the permanent place in which to hold the German annual theater festival. Vienna, too, as a film-producing center, rivals Berlin and Munich. The Vienna opera, defying the war, plays nightly to full houses and shows no signs of decadence.

Austria, at least as represented by the Viennese, thus in a sense leads captive her captors, as the incredible Greeks once did their Roman conquerors. Hitler hated Vienna when he lived there in poverty, but he will get his revenge by stealing the city for his "cultural capital."

NOTES AND NEWS

Appointments, Elections, Resignations, Retirements

MALCOLM GOODRIDGE has been reelected to the presidency of the New York Academy of Medicine.

STELLA S. CENTER, who has taught in the New York City schools since 1914 and who was chief director of the Federal Reading Project in the Roosevelt High School, has retired from the city schools in order to give full-time service in the

reading clinic at New York University. Dr. Center founded this clinic in 1936 after giving courses in reading at the university in 1935. She was formerly *president* of the National Council of Teachers of English and *director* of the New York City Association of Teachers of English; the latter under her leadership published "A Survey of the Leisure Reading of High School Students" and "Further Studies in Reading."

EDWARD BARTOW, emeritus professor of chemistry, the State University of Iowa, has taken the position of research consultant in the laboratories of the Johns-Manville Corporation, Manville, N. J.

E. J. THOMPSON, chairman, department of animal husbandry, North Dakota Agricultural College, has been appointed manager of the Tyrconnel Farms near Frederick, Md.

ARTHUR G. KELLER, who has been a member of the chemical engineering staff, Louisiana State University, is now purchasing agent for the university. He succeeds Mack H. Hornbeak, who resigned to become vice-president of the Louisiana National Bank, Baton Rouge.

FREDERICK W. MARONEY, who has been associate professor of health education, Teachers College, Columbia University, has been appointed professor of hygiene for men, Brooklyn (N. Y.) College.

ROY A. SEATON, dean, Division of Engineering and Architecture, Kansas State College of Agriculture and Applied Science (Manhattan), has received an appointment as director of the engineering-defense-training program in the Division of Higher Education, U. S. Office of Education. Mr. Seaton was a captain of ordnance during the first World War and a designer of artillery ammunition. In his new post, Mr. Seaton, with his staff of engineering educators, will make his chief aim the averting of "impending bottlenecks by anticipating industry's engineering personnel needs."

RICHARD CARL MEDFORD, director, Washington County Museum of Fine Arts (Hagerstown, Md.) since 1932, has become director of the Peale Museum, Baltimore.

ANNA G. MIRANTE, University of Florence (1937–38), and Barbara J. Eckhart, University of Rome (1938–39), have been appointed members of the staff of the department of Italian, Wellesley College.

FRITZ REAL, Swiss exchange professor, Columbia University (1937–38), is now attaché at the Legation of Switzerland, Washington, D. C., according to the *News Bulletin* of the Institute of International Education, December 1.

HENRIETTA RECHLIN, University of Rome (1938–39), is the recipient of a graduate residence scholarship, Columbia University, 1940–41.

CLARENCE YARROW, University of Rome (1936–37), is now assistant professor of political science, University of Mississippi.

DONALD P. MATTOON, superintendent of the Carver-Lakeville-Rochester (Mass.) District, has resigned to become superintendent of the Tilton-Northfield School Union, N. H. His successor is George R. Austin, principal, Junior-Senior High School, Dighton, Mass.

LOWELL O. YASMER, superintendent of the Ness County (Kans.) schools, has been elected superintendent of schools at Ness City.

GRACE J. CORRIGAN has been reelected state superintendent of schools, New Mexico.

MRS. OSCAR GORRELL, who has been on the teaching staff of Eugene (Ore.) High School for nine years, has been elected to the superintendency of the Douglas County public schools.

CLYDE H. O'DELL has been appointed superintendent of the Claremore (Okla.) city school system.

Recent Deaths

GEORGINA A. GOLLOCK, of London, author, editor and missionary to Africa, died, November 30, as announced by cable to the International Missionary Council. She was eighty-three years old at the time of her death. Miss Gollock retired in 1927 after a full life spent in Africa as a missionary and in London as editor of the *International Review of Missions*. Author of "Lives of Eminent Africans" and "Sons of Africa," Miss Gollock was instrumental in developing a system of education for certain areas of Africa in which she worked. She had lectured in this country on the educational problems of missionaries to Africa.

JOHN T. BOWEN, emeritus professor of dermatology, Harvard Medical School, died, December 3, at the age of eighty-three years. Dr. Bowen joined the staff of the Massachusetts General Hospital as assistant physician for skin diseases in 1894. In 1914, he became consulting physician and held that position until his retirement several years ago. He was appointed Edward Wigglesworth professor of dermatology, Harvard Medical School, 1907, and became professor emeritus in 1912.

MOTHER MARY FLORENCE, for six years supervisor of the schools of the order of the Immaculate Heart of Mary in the Archdiocese of Philadelphia, died on December 3 at the age of sixty years.

EMORY HILL, professor of ophthalmology, Medical College of Virginia (Richmond), died, December 4, in his fifty-eighth year.

FREDERICK JAMES KARN, principal, London College of Music, died at Cranleigh (Surrey) according to an Associated Press report from London, December 4. Dr. Karn was an organist and conductor, teacher of harmony, counterpoint and composition and author of text-books on these subjects and on the history of music and musical analysis. He was co-author with G. Augustus Holmes of "Pianoforte Classics."

MOTHER MARY JOSEPHA, president, Marywood College (Scranton, Pa.), and superior of the order of the Immaculate Heart of Mary, died on December 4. Mother Mary Josepha had served as head of several Roman Catholic institutions and had established missions at St. Mary's (Manhasset, N. Y.) and at St. Bernadine's, Baltimore.

EMILY MARSH HALIDAY, who for fifty-three years had been associated with the Washington, Columbia and Grover Cleveland schools (Rahway, N. J.) and was made principal emeritus on her retirement in 1932, died on December 5 at the age of seventy-nine years.

MOTHER MARY ALEXANDRINE JACKSON, mother general of the Roman Catholic Sisters of Charity (1921–27), died, December 5, at the age of seventy-four years. Among the schools served by Mother Alexandrine were St. Agnes's School (Paterson, N. J.), St. Joseph's Convent (New Britain, Conn.) and St. John's School, New Haven.

MARION D. EUBANK, one of the founders of the American-owned Shanghai University and a former missionary to China, died, December 5, in Kansas City. He was seventy-eight years old at the time of his death.

JOSEPH BEAL STEERE, professor of zoology and paleontology, University of Michigan (1876–94), died in Ann Arbor, December 7, at the age of ninety-eight years.

HENRY J. SCHNELLE, who for twenty-seven years had been director of health and physical education in the New Haven (Conn.) public schools, succumbed to a heart ailment, December 7. He was fifty-five years old at the time of his death. Mr. Schnelle had at different times served in the Teachers College of Connecticut (New Britain) and in Arnold College for Hygiene and Physical Education, New Haven.

PAUL FERDINAND SCHILDER, clinical director, psychiatric division, Bellevue Hospital (New York City), and research professor of psychiatry, New York University College of Medicine, died, December 8, from injuries sustained in an automobile accident. Dr. Schilder, a Viennese physician, came to this country in 1929 and became a member of the university medical staff in that year. He was the author of "Introduction to a Psychoanalytical Psychiatry," "Brain and Personality," "The Image and Appearance of the Human Body" and "Psychotherapy." He was fifty-four years old at the time of his death.

MOTHER MARY PETRA, mother superior, St. Agnes Convent (Rockville Centre, N. Y.), 1917–39, died on December 9 at the age of seventy-nine years. She had been the first principal of the St. Agnes Parochial School.

GLADWYN KINGSLEY NOBLE, curator of herpetology and experimental biology, American Museum of Natural History (New York City), died, December 9, at the age of forty-six years. In 1914–15, Dr. Noble headed two expeditions in the interest of natural history, sponsored by Harvard University, and in 1916 was zoologist for the Harvard expedition to Peru. He was perhaps best known as "a popularizer of scientific knowledge about snakes and amphibians." The museum has issued a statement to the effect that the departments of herpetology and experimental biology have become, under Dr. Noble's

direction, "two of the most vital in the work of the American Museum."

Coming Events

THE Pan-American Educational Conference called by the World Federation of Education Associations will meet in Havana, December 26–28. At the conference banquet, December 28, the Columbia Broadcasting System's "School of the Air of the Americas" will take a prominent part and through the courtesy of the *Cadena Azul* (Blue Network) of Cuba, CBS will present a characteristic program of the "Radio Escuela de las Americas." "Incas over the Andes," relating to the Inca civilization in Peru and Pizarro's conquest in 1532, will be given by Cuban actors directed by Senor Aragon, production director of the *Cadena Azul*. CBS's "People's Platform" broadcast will open proceedings at the banquet and will relate, in the main, to the development of the "School of the Air of the Americas." The school has been officially accepted by sixteen nations, seventeen including the United States.

Other Items of Interest

BRANDER MATTHEWS HALL, the new theater of the Columbia Theater Associates, Columbia University, was formally opened on December 7. The production was an arrangement of scenes from Shakespeare's "Julius Caesar" and "Antony and Cleopatra." Milton Smith, the director, had announced that the basis for selection of the scenes was the importance of each in its relationship to the drama of the political struggle between Octavius and Antony, thus clarifying the fact that Octavius was the "spiritual inheritor" of Julius Caesar, and making plain that it is easier to kill a dictator than to keep him dead. The production called for sixteen settings that were changed twenty-six times.

THE November *Consumer Education* announces that Consumers Union has issued a series of Consumer Class Plans in the interest of teachers desiring materials for consumer-education units. Included in the October plans are three lessons on buying a car and running it economically and two lessons on the uses of ammonia and methods for testing different brands. Copies of the plans may be obtained from Consumers Union, 17 Union Square West, New York City.

CBS began a new season of the student forum on current events, "Bull Session," December 7. Six Northwestern University students discussed the subject, "How to Be a Good Neighbor." The object of the discussion was to "formulate a plan for national and personal contributions to Pan-American unity." The radio director of the university, Parker Wheatley, acted as referee of the forum. "Bull Session," which had its inception through the efforts of Mrs. Lavinia Schwartz, of the CBS education department in Chicago, and which had been a local program during the fall, now returns to the nation-wide network, Saturday at 4:00 P.M. for a period of six weeks.

THE Progressive Education Association sponsored a conference on the rôle of the schools in national defense at the Hotel Pennsylvania (New York City), November 29. Among the speakers were Ordway Tead, chairman of the New York City Board of Higher Education; Edward L. Bernays, public-relations counselor and author; Clyde R. Miller, associate professor of education, and Roma Gans, assistant professor of education, Teachers College, Columbia University; Roger Baldwin, secretary of the American Civil Liberties Union; Alfred Bingham, senator-elect from Connecticut; Robert J. Havighurst, director, General Education Board; Eduard C. Lindeman, New York School for Social Work, and Erika Mann, daughter of Thomas Mann.

THE University of Oklahoma is giving to the blind youth of the state an opportunity to adjust themselves to the world about them under a plan managed jointly by the university and the townspeople of Norman and sponsored by the NYA. A church building is used for the project. Here fifty boys and girls are gathered, who work 160 hours a month at Braille transcribing. They are also taught handicrafts and, if qualified, may attend high school or the university.

WALTER A. DAVIS, president, Vincennes (Ind.) University, and C. R. Livingston, professor of psychology, are conducting a survey of the high schools in Knox County to assist in determining what objectives are to be met in a curriculum revision for the university. Vincennes University is a junior college supported by taxes from Knox County.

JOHN W. TAYLOR, former administrative assistant to the president of Louisiana State University, has been appointed director of a bureau of educational research, recently authorized by the board of supervisors of the university. The bureau will aid in the research work of individuals whenever possible. One of the first projects will be the establishment in cooperation with the office of the registrar of a mechanized system of registration. It is hoped that the new system will make available a greater amount of information about the students with approximately the same expenditure of time.

PENNSYLVANIA STATE COLLEGE reports the largest enrolment of women in the curricula of the School of Agriculture since the founding of the college. Of 54 women students thus enrolled, 19 are in agricultural and biological chemistry; 16 in bacteriology; 6 in the two-year course in agriculture; 4 in horticulture; 3 in landscape architecture; 3 in zoology and entomology, and in agronomy, animal husbandry and botany, one each.

THE eleventh annual Parent Education Institute convened in a three-day session, beginning October 30, at the University of Michigan. The principal speaker was Malcolm S. MacLean, president, Hampton (Va.) Institute, who addressed the 1,200 Michigan parents and teachers on the subject, "Can Schools Train Citizens for Democracy?" President MacLean's answer to the question was that the practice of democracy in home and school, "with the fullest possible participation by teachers and by students themselves in the management, control and activity of the whole system," was of far more importance than mere preaching about democracy. "Schools of America," he said, "have been democratic only in the fact that they have attempted to serve all of democracy's children." J. M. Braude, judge of the Boys Court (Chicago), gave as among the "motivating forces" leading to adolescent crimes "toy pistols, improper literature, shady movies, radio thrillers and nagging or uninterested parents."

THE British Broadcasting Corporation, undiscouraged by the fear of bombing raids, has announced that its program for schools for 1940–41 is ready for distribution. Schools affected by the evacuations of September are asked to register with the Central Council or the Scottish Council so that they will not lose this supplement to the routine work of the school. It is planned to give daily a five-minute news commentary and a feature program entitled, "If I Were British," the latter "an attempt to show the British people and their institutions as they might appear through the eyes of a refugee from some country where the civil liberties of the individual are not secured by open institutions as they are here."

WATSON DAVIS, director of Science Service (Washington, D. C.), speaking before the American Association of Scientific Workers, Cambridge (Mass.), November 25, said, "With gangsterism abroad in the world on a gigantic scale, using for destruction instrumentalities fashioned in good will by scientists and engineers, it behooves those trained in scientific research to take an active interest not just in what goes on in their laboratories but in the forces in the world at large."

SHORTER PAPERS AND DISCUSSION

THE NATURE OF THE INDIVIDUAL AND THE LEARNING PROCESS

THE major and specific objectives of education must spring from a comprehensive theory of education based upon the nature of the individual, the nature of the learning process and the nature of the accepted social philosophy. That our society is social and progressive, not only permitting but encouraging variation as a basis for progress; that it is democratic, thus safeguarding the interests of all its members on equal terms; that no present group is justified in arbitrarily predetermining the standards, values and beliefs of the individual or of the coming generation; that democracy implies freedom for each individual and each generation to participate in the decision of problems affecting them: these are all fundamental assumptions as our basis for discussion.

Teaching implies providing situations favorable for learning. Learning is a matter of pupil activity, not the mistaken notion that some have that teachers can pour in knowledge of their own choosing on poor unsuspecting victims.

Nature protects children better; they are impervious to "handed-down" knowledge. The child must learn through his experience, not by the teacher forcing his experience on the child through meaningless words. The principle of first importance in teaching is to recognize that learning takes place through pupil activity, mental and motor. It is, perhaps, for the reason stated, that Bode[1] writes, "The teacher's conception of his job is the most important thing about him."

A school reflects the nature of childhood and youth and what a community conceives to be the good life. The stand or theory one supports regarding the original nature of an individual determines to a great extent the educative process one advocates. There are two outstanding schools of thought regarding this problem: Externalists and Internalists. The Externalists (Thorndike and Watson) are concerned with manipulating conditions. The Internalists (Dewey and Bode) take their cue from the organismal approach of present-day biology; or, better perhaps, the latter lends support to the Internalists' contentions. The organism and environment act as a unit. Response is to a total situation. If we ask why, we don't know. The left hand participates when the right hand picks up a pen. After one has learned to write with the right hand, there is some "transfer" when one attempts to write with his left. Every part of the body influences every other part. As reaction changes, the body changes. Thus the learning process is a process of changing. All life is a matter of adjustment.

In recent biological research into the nature and function of the genes, H. S. Jennings[2] points out that heredity and environment have proved so inextricably mingled in the result that in practically no case can we claim with certainty that either alone is responsible.

All conduct is the outgrowth of unlearned tendencies with which man is endowed at birth. Impulses are the physical expression of life. They are all valuable but need direction. The function of intelligence is to guide the learner in the expression of these tendencies.

Natural tendencies are the foundation of interests. An activity becomes interesting to an individual if it furnishes an outlet for his impulses and tendencies. The interests of a child are of a transitory nature since so many tendencies are fighting for expression. "In an attempt to give expressions to the native tendencies through some purposive activity, obstacles are met." The impulses are demands for activity and constantly seek opportunities for expression. The blocking of certain impulses by other habits results in new forms of response which afford satisfaction. In such a conflict it is the work of intelligence to find ways and means to use the impulses thus released.

Behavior, then, is a manner of maintaining a changing equilibrium. These two theses, then, may be set down: (1) Behavior is a moving toward equilibrium of forces; (2) Intelligent behavior is a widening of that equilibrium.

Thus the manner of maintaining the equilibrium is the function of intelligence.

"The nature of man is not what he is born as, but what he is born for."[3]

With Dewey, the initiative proceeds from the organism. Vagueness and indefiniteness are characteristics of impulses. The impulse overflows and finds new channels of outlet.

The pattern of organization of elements into a whole organism gives organic adaptive behavior as against submissive mechanical behavior. The whole or part of the whole can only be explained in terms of the whole.

Life is a reaching out, an active activity not a passive submission. Human beings build up an environment; they make adaptation of the environment. Internally speaking, human beings carry on activities with planning, foresight, anticipation, in an inventive and readaptive way. We do not merely happen to remember; we search through our experience. Man makes a club into a tool.

Mere activity is no more an end than is mere subject-matter acquisition. Activity is only the beginning. The problem of education is to direct activity, not merely to stimulate it. The teacher must know first where activity may lead, and secondly, what kind of subject-matter will best serve to direct activity. There can be no

[1] B. H. Bode, "Conflicting Psychologies of Learning."

[2] H. S. Jennings, "Prometheus."

[3] Aristotle.

growth of activity without more or less organized subject-matter. The teacher, in other words, must use subject-matter to direct the activity of the learner—not by imposition but by choosing that which will cause the learner's activity to grow. The thing helps make the environment, and the environment helps make the thing.

Education is not merely an activity but *social* activity. The teacher, according to Dewey, must be a scoutmaster, a director of activities.

Children have impulses, but below impulses they have needs. And the teacher must base subject-matter on underlying needs. Ends and purposes are not spontaneous to the child; they are built out of his experiences with the environment.

Every one has a natural curiosity about new things. We hunt for suggested things or meanings. In thinking we are engaged in searching for meanings. Education thus becomes a process of building, expanding and transmitting the meanings that have been evolved through experience. It is enrichment of life. The notion of continual growth is basic. Things *are* what they do.

The learning process thus may be said to culminate in the following human traits: (1) in a permanent making over of the environment through the exercising of foresight; (2) in the ability to think—finding meanings and testing meanings, and (3) in constant communication, in the give and take of meanings so they can be refined, expanded and passed on as a part of racial experience.

"In order to teach people how to think it is necessary for the teacher to provide them with the tools for thinking, in the form of habits." To think is to reorganize, to reinterpret or to reconstruct.

The learning process—if an analogy is appropriate—is more like a chemical change, in which every addition of a new substance involves a transformation of the whole mass. Thus if hydrogen and oxygen are brought together under certain conditions, the different elements are not simply placed side by side, like marbles in a bag, but the hydrogen and oxygen disappear completely and are replaced by a different substance, which we call water.[4]

[4] B. W. Stillman, "Training Children to Study," p. 5.

Inasmuch as a teacher's success is so largely dependent, first, upon his conception of the nature of the individual and, secondly, upon his understanding of the learning process, the following principles of Progressive education have been set up:

A. The Nature of the Individual

1. The child is dynamic—possesses life impulses which seek expression through self-activity.

2. The child is (a) plastic, in the sense of possessing a capacity for growth, and (b) for a long period dependent upon adult activity for his existence.

3. The child is structurally unique—in that he possesses potentialities to develop certain interests and capacities to a degree greater or less than the average.

B. *The Nature of the Learning Process*

1. The child acquires experience and modes of response, or habits, only by interaction with his environment.

2. When these modes of response conflict, the child is forced to reconstruct his experience in an effort to reconcile the conflicting responses. This is thinking.

3. Education deliberately sets up the environmental conditions wherein the child may acquire those experiences and habits of response which adult intelligence tentatively deems most valuable for him to acquire and provides in this "set-up" for making it sure that certain habits of response shall occur. This implies careful, skilled and artistic adult direction of the child's experiencing or growth.

4. Within the established educative environment the child must possess as large a measure of freedom as possible and must be led to understand the responsibility which freedom implies; *i.e.*, the environment must be "drawing out," not coercive.

5. Since the child must ultimately become a part of a complex social order, he should be given constant practice in social adjustment, of an increasingly complex nature.

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MOREHEAD (KY.) STATE TEACHERS COLLEGE

ADDITIONAL REFERENCES

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ANOTHER NOTE ON EDUCATIONAL PREPAREDNESS

SEVERAL important generalizations arise from the present world crisis. One is that, whether Britain wins or loses, we shall face for probably a decade or two a trade-war with the new totalitarian Europe, especially for the markets of Latin America. Another is that a democracy can not in truth long remain a democracy if it stoops to the barbarian, ruthless, uncivilized tactics practised by the dictators, both in battle and in trade. Third, we have twenty nations to deal with "south of the border"; and Hitler's method is, by fifth columnists and other evil machinations, to "divide and conquer."

Even with the large circle of island air-bases and several million of our men trained, inadequately, for war, this *Handelskrieg* will perhaps in the end lead to open war for this hemisphere. Europe must have that trade, south of the Amazon at least, which so well complements her manufactured products and thus aids her cartel, barter economy. Tin and manganese have been our principal emergency needs supplied by South America; and, if need be, we now can get along well without them. As the "self-elected chief defender" of this hemisphere, we face a hazardous future. Prophecy would seem to favor the totalitarian dictators for years to come, until they war against the United States and the British Empire, perhaps governed from Ottawa.

Thus we probably face a long period of "peaceful," subversive and one-sided trade-war and a political changing towards totalitarianism south of the Amazon or Rio Grande, ending in open war and submission of the issue to the ferocious god of battles. Unless more totalitarian nations like Japan, Russia and Spain join in a *Blitzkrieg* against us after Britain is defeated or exhausted, yet perhaps intact, we shall probably have plenty of time in which to prepare, as a nation never yet since Sparta prepared, for the total-war by the total population.

From birth on we must give the children and youth of the nation such health and hardihood (by a strenuous *Gesundheitskrieg*), such technical and trade training and such education by participation (instead of too much sedentary, bookish learning from relatively inadequate books), and actual work, such as the farm boy and girl get, as we have never yet found it inescapable to purchase.

A share of the up-to-fifteen billions to be appropriated for preparedness each year must be devoted to assisting the states and smaller communities to lay the indispensable foundations for the manhood and womanhood necessary to confront the monstrous menace with an impregnable people, instead of with the weaklings, the lethargic "lounge-lizards," the sedentary office folk and the mental and physical defectives that the draft physicians will soon disclose even with their low standards. Merely to equalize educational opportunities, statistics show that the federal government should appropriate two billions a year to the states to get the very low minimum of $48 for schooling a child. (The range is now from $7 a year to $150, the latter only in wealthy spots.) To this should be added federal aid of probably one billion more for real and long-range preparedness, of all children, not merely those in poor districts.

Over half the children of the nation to-day must sit in city schools, deprived of much or most of the wholesome education that made the country boy and girl able to run a farm by the age of sixteen to twenty. Britain was astounded when she began to call youth to the colors and found that she hardly had the material from which to make men and soldiers, and that a year or more of military training after the age of 21 would not make up for the effects of city and slum life and for the inadequate physical, mental and moral "education," or better, schooling, which the democracy had lethargically permitted. We found the same in the last war.

Hitherto democratic schools have had only the one great *civic* function and aim. From the downfall of France, they have had added the enormous burden and function of developing *soldiers* and all those behind the lines who must bear and bring up hardy and idealistic children and carry on the thousands of specialties for citizenship and military preparedness aside from toting a gun. Unless the schools and the nation recognize and go forth sternly and courageously to meet this new aim of building basically for total preparedness and ever imminent open war we shall be crippled when war comes, as France lost the war before she began fighting.

The President's Advisory Committee on Education has shown us the weak and variegated condition of the nation's schools (large areas of states too poor to pay for good schools), and

their need of large federal grants for even peace-time education; now that our schools must help make soldiers, mechanics and mothers of soldiers, as well as the thousands of trade-agents to cover the remaining countries open to us and the technicians who make the armaments, these federal grants must measure up in some ratio to the sums we must appropriate to train the soldiers and technicians after the age of 21. Three billions a year would be, I estimate, a reasonable minimal investment to build our people basically for a safe and prosperous democracy. The problem of the equitable use and distribution of this sum can be readily solved. We have lent billions over the world that have never been repaid, and we have recently appropriated a half billion more to lend to Latin American countries, many of which have defaulted on former loans. Let us now invest in our own flesh and blood and build at long last a strong education for a strong democracy.

Much of this training of children and youth can be made effective training for ordinary success, health and happiness in every-day life; but it must be directed vigorously to both great aims; and this means a greatly increased personnel and more manliness, brains and national fervor in our effeminate schools, tuned to an easy-going, purse-pinching, placid democracy—not to one fighting with its back to the wall for its very life, and not to one spending only 10 to 20 per cent. of the national income of about 75 billions for war and preparedness as opposed to most of Europe spending 80 per cent. for aggressive subjugation of the democracies.

For brevity, a few further inferences should be added: Britain has been left in an indefensibly, outlying position, almost like a scouting party that has got out too far from the main body of the army. Spending over thirty million dollars a day, bankruptcy and ruin lie ahead, with no outlook of a let-up from nearly all of Europe arrayed against her in the future. We poured sixty billion dollars and countless lives down that drain in the last war and have had a sadly lowered national welfare ever since. Now propaganda and the internationalists and imperialists, obsessed with other nations' troubles, urge gigantic loans to Britain; Ex-president Hoover even beseeching us to "feed Europe this winter," when a large share of our own people are on relief, unemployed, in ill-health and terribly in need of a defensible schooling required to build our democracy.

The Streit plan of "Union Now" for the remaining seven democracies and semi-democracies and the plan suggested by Professor Laski, in his new book, "Where Do We Go from Here?" offer the most hopeful alternative to Britain's plight: a world federation or state secured, not by the Hitler method of subjugation, but by consent, as we have endeavored to construct a partial union of the 22 nations of this hemisphere. This confederation would be worth all we could pay. To bankrupt ourselves and weaken our democracy vitally, and then to go back to small, competing nationalities unable to operate economically in the vast modern world, with little or no social gains and no self-government for such nations as exploited India, appears woefully shortsighted. The time to start a permanent world federation is when nations are fighting for their very existence and realize that "in union there is strength."

The time to secure social and domestic gains for our democracy is also one like this. The danger of neglect of the grass-roots of our democracy in the children, at least the 31 million of our 131 million population within the elementary and high-school ages, is so great, while we are obsessed with foreign affairs and fears, that educators and other lovers of democracy must raise their voices and join together to gain now for our own people some of the fundamental rights and welfare for which democracies exist. When the wealth of the nation is produced in but a few spots (30 per cent. of it in only 8 of our 3,070 counties) and four of the 48 states own nearly one third of the nation's wealth, only the U. S. Congress can secure equal opportunity in the vast "poverty-regions." We need not be deterred by fear of "dictatorship" and "bureaucracy"; already federal aid to education and relief to all in need of food, clothing, shelter, health and employment have made Congress conscious of its basic responsibilities; and modes of distributing and managing even astronomical funds with success and freedom have been developed.

The alternative to this sharing of the amazing abundance produced in our land is a weak, not a strong, democracy; and we can tackle and solve

this problem as we have drafted our young men to war-training. With the vanquishing of distance and with an international trade and concern, the nation must operate as a unit for the welfare of all. Such an investment is not poured down a drain; in health, education, morale, justice to all, equality of opportunity and a free and sturdy people, we get back far more than we invest. "Charity begins at home."

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SPECIAL CORRESPONDENCE

A PROGRAM FOR VOCATIONAL COUNSELING AT PHILLIPS BROOKS HOUSE, HARVARD UNIVERSITY

A PROGRAM of vocational counseling is being organized at Phillips Brooks House during the current academic year in response to numerous expressions from undergraduates of the need for such work. Information about careers is given by the University Placement Office, but it has seemed apparent that there is a real need for additional facilities. For several years Phillips Brooks House, which serves as a center for many extracurricular activities and for voluntary social service, employed a student counselor to discuss with undergraduates such problems as they might wish to bring in. Beginning in the fall of 1938, when the college expanded its advisory system and the activities of its Bureau of Supervision, the work of the student counselor became canalized in the area of vocational information, and in the fall of 1940 the title of the position was changed to that of Student Counselor for Vocational Information. Further evidence for the desirability of this change was seen in the large response of students from Harvard and other New England institutions to the Conference on Careers in Government and Community Service, held at Phillips Brooks House in the spring of 1940.

There are many sources of vocational information that are being drawn upon in connection with the counseling work this year. Some of the most significant books, pamphlets and magazines dealing with occupations are being collected at Phillips Brooks House. The unusually fine vocational library assembled by Dr. John M. Brewer at the Graduate School of Education is available for the use of students in the college, and a good deal of information is also available in the University Library. A student committee is working on the collection of current materials listed in the *Vocational Guide* and the *Occupational Index*. Much of this information is also available in the University Placement Office, where there is in addition an unusual collection of work histories written by recent graduates and filed under occupational headings. An excellent bibliography of occupational materials available in the Harvard libraries is in the placement office, and a supplementary bibliography is being compiled at Phillips Brooks House by a student committee.

It is the function of the Student Counselor for Vocational Information to provide students with reading materials in the fields of their interest and to consult with them about their vocational choices. Under his direction, also, some radio programs on careers are being developed for the *Crimson Network*, the student-operated radio station, and plans are being drawn up by a group of students for the Second Annual Conference on Careers.

Because Phillips Brooks House is a separately endowed institution and is not under the administrative control of the university, it has been necessary in the early stages of this work in vocational information to do some "advertising" in order that students may become aware of the services available to them. As a first step in this direction the office of the student counselor was made a center for information about procedures under the Selective Service act. This brought in many students, and in a number of cases the interviews were turned into discussions of vocational plans. Another means of getting in touch with the students has been that of sending letters to students living in selected entries of the freshman halls and upperclass houses. Returns from the first group of letters indicate a strong interest in vocational information on the part of the students, and tend to indicate that the work of the student counselor is filling a real need. Further publicity has been given to the work as a result of the excellent cooperation of the daily *Crimson*.

It is not intended that this new effort shall in

any way vocationalize the liberal-arts curricula at Harvard, but it is the hope of those who have sponsored the program that, through this work, the college student will be better able to make a suitable vocational choice and to organize his studies and other activities into a more meaningful whole.

JOHN L. STEELE
STUDENT COUNSELOR FOR VOCATIONAL INFORMATION, HARVARD UNIVERSITY

EDUCATIONAL BOOKS

THE AMERICAN EDUCATIONAL GAMUT

Fundamentals of Democratic Education. By ROBERT ULICH. Pp. x + 362. American Book Co. 1940. $2.25.

The Changing Elementary School. By LEO J. BRUECKNER and OTHERS. Pp. xv + 388. Inor Publishing Company. 1939. $3.50.

That All May Learn. By B. L. DODDS. Pp. 235. Nat. Asn. of Sec. School Principals (5835 Kimbark Ave., Chicago). 1939.

What College Presidents Say. By EDGAR W. KNIGHT. Pp. xvi + 377. Univ. of North Carolina Press. 1940. $3.50.

DR. ULICH'S BOOK is subtitled "An Introduction to Educational Philosophy." The scope of the study (in the preparation of the book the author was aided, among other sources, by the Carnegie Foundation for the Advancement of Teaching) is extensive: "In this book, written for the purpose of discussing the principles by which democratic civilization regenerates itself, we bring together aspects of sociology, psychology, education and philosophy, in the hope that each may help to elucidate the questions we have in mind."

Though the nine pages of selected chapter bibliographies contain references to several recent works on education, the more specific references in the index would seem to indicate that the author is primarily interested in the more purely philosophical contributions to the problems which he analyzes.

In a ten-page closing chapter titled "The Mission of American Education" Dr. Ulich seems, however, to entertain serious doubts as to the useful potentialities of the philosophic method of approach. "If we consider philosophic thought not as something motivated simply by the desire for intellectual self-satisfaction but as responsible action the effectiveness of which depends upon its closeness to reality, then the philosopher of civilization is at present in a particularly precarious situation." (P. 335.)

Perhaps this "precariousness" derives from the excessively deductive characters of the more traditional and inclusive philosophies. What are philosophies but fairly well-thought-out *beliefs* or even enduring *opinions* in areas of human contact with sense-appreciable or imagined phenomena where the methods of producing fairly reliable knowledge (or science) can not yet reach? And if so, then particular philosophies or credos—expressed temporarily, perhaps, in such varied forms as theories, working hypotheses, creeds, dogmas and faiths—will be found to lie back of each and every venture of the human mind in exploring and utilizing the universe—from those centering in the milky way or biological genes to those of the emotivations of small children and the purposes of non-vocational education in colleges.

It is not clear to what particular class of our million or more professional educators Dr. Ulich's book is especially addressed. Its contents are too heavy for use in training classes for young teachers, though it is very lucidly written. On the other hand, not a few of its careful presentations are surely commonplace to our present-day educational leaders. All great educators are agreed, says the author, "that growth and education [conscious controls of growth and education, does he mean?] must have an aim." What, then, is the "aim" of philosophy of education for our day?

THE REGENTS INQUIRY (into the Character and Cost of Public Education in the State of New York) has been one of the most extensive, well-sustained and competently organized of the many educational surveys which the first third of our century has brought forth.

The "Changing Elementary School" is one of the dozen or more studies of that inquiry already published. In addition to Director Brueckner, a formidable corps of expert assistants from various centers outside of New York have shared in its production. Several of the latter have also

submitted special reports—on Health Education, Reading Instruction, Social Studies Teaching, Arithmetic Instruction, Teaching of English and Art Instruction—which make up Part II of the present volume.

The executive director of the entire inquiry—Dr. Luther Gulick—tells us that three major undertakings were involved throughout: first, examination of the educational enterprise of the state and an analysis of its outcomes, methods and costs; second, critical appraisal of work now under way, and third, formulation of policies and programs for dealing with the immediate problems, issues and long-range objectives of the educational system of the state.

In appraising the actual present-day operations of elementary schools in the sampled school areas the specialists of the staff used such tests and other means of technical measurement as were available and practicable for service. Besides intelligence tests, attainment tests were found useful in measuring outcomes of such studies as reading, literature, geography, science, arithmetic and English usage.

But in two important areas no comparable tests could be applied. "No special study was made of physical traits of pupils." And "since no standardized device, suitable for survey purposes, for measuring the character and personality traits of pupils was available, none was used in all the schools."

The great majority of the readers of "The Changing Elementary School" will undoubtedly be chiefly interested in the findings reported in Chapter IX—Summary of Major Recommendations. Unfortunately, as the present reviewer reads, these are realistic and specific largely in administrative areas only—consolidation of small schools, distribution of state aid, free textbooks, etc. Where curriculum changes seem desirable—that is, the determination of optimum objectives—the recommendations seem vague and thin. "The present curriculum of the schools should be studied cooperatively by the professional educational staffs of the state with a view to its evaluation and reconstruction. The curriculum must more clearly and fully recognize the social function of the school (have schools ever failed to do so—since there could be no other function?) to prepare its pupils for the assumption of their responsibilities in life in a changing, industrial, democratic society." Are not such expressions either utterly trite or compounds of meaningless jargon?

"The curriculum must be flexible so that it may provide more adequately for variations in the needs and abilities of pupils." But how recognize these needs?

"Instruction should recognize a much broader range of educational objectives than in the past." But what? And so on through nearly all the fifteen "proposals for modifying the elementary school program." (Pp. 257–260.) One might well complain that the authors are here passing on to others the very work they were selected and paid as specialists to perform.

DR. DODDS'S BOOK—appearing as a paper-bound Bulletin of the National Association of Secondary-School Principals—is a highly important and timely publication for several reasons:

First, by the implication of its title—"That All May Learn"—and through various portions of its analyses, it gives recognition to a variety of conditions, social and educational, to which educational leaders have heretofore given scant and grudging attention.

In the second place, by its varied analyses of the many studies already made of the youth population who do not attend, or who early discontinue attendance on, secondary schools, it brings into relief at least some of the conditions which necessitate additional new adjustments of high-school curricula.

Perhaps the book should be deemed important for a third reason: because of its still naïve and traditionalistic specific philosophies of educational purposes, it should serve as a challenge (pitiable word!) to others of more experienced social insight to tackle the general problems involved more realistically.

It is a credit to the Secondary School Principals Association, and especially to the twelve members of their "Implementation Committee" that Dr. Dodds's work has been made available. If subsequent paragraphs of this review may seem adversely critical that must not be taken in any sense as a reflection upon the author or the others involved.

Rather this reviewer is disposed to inveigh against the deeply imbedded traditions and unrealistic standards which still dominate not only

in the revised practices, but even in the very language of proposed reconstructions, of high-school curricula.

"All May Learn"—of course, but what? In fact, all *do* learn—between ages 14 and 18, as well as earlier and later. All young persons, dull or bright, learn a great deal from ages 14 to 18, even if they do not attend any school at all. Now we know that even more in times of depression than under normal conditions millions of youth have been flocking into our public high schools who probably if there had been no depression would have continued their fragmentary and perhaps harmful learnings outside of school.

In any event Dr. Dodds is entirely right when he says that "the American secondary school . . . has been evolving from a selective institution, primarily in preparing a fortunate minority for careers in the professions and strictly scholarly pursuits, to a 'people's school.'"

If, now, "all"—all the children of all the people—are to attend, even eventually under compulsion, this "people's school" for the four years between ages 14 and 18 in their lives, what will be the better and best learnings our educational leaders can plan for them—in addition, that is, to the eight grades of learnings already acquired from our supposedly greatly improved elementary schools—to which Dr. Dodds fails to give due consideration?

Now, for the most able-minded fourth or fifth of these "all" we may, to avoid complications, assume that the traditional studies offered under improved conditions are still fairly acceptable.

But, by contrast, let us consider the potentialities and needs of the least able-minded quarter or fifth. Here much credit must be given to Dr. Dodds for his exposition of the varied possibilities of this class along lines not strictly dependent on abilities shown through verbal intelligence tests.

For convenience let us designate the most able-minded class—those able to graduate with distinction at commencement time—as the A class, the contrasted ones as the C class, and the intervening fifty or sixty per cent., the B class.

Of the C class these things are known to all except, seemingly, to a few ultra-academic educators: they will nearly all earn livelihoods for themselves and their families; they will nearly all marry and raise families, perhaps, deplorably, somewhat larger than the average; they will all become eligible to vote and, where their votes are in demand for partisan purposes, will nearly all vote; they will largely become soldiers in time of war, will give much patronage to the moving pictures and commonplace literature and will prove increasingly responsive to cleverly led labor-union organizations and other processes of collective social action.

But in their well-meant efforts to add to elementary schooling further bodies of formal instruction and training designed to give civilized preparation for the foregoing adult roles, the most persistent and hurtful illusion or delusion now dominating the minds of American educators is that valuable direct preparation can be given by high schools to improve earning powers—that is, vocational education. The obtuseness of most contemporary educational writers in this respect is overwhelming and even tragic.

Purposive, direct and, we trust, fully competent vocational education these C class minds will especially require. But present-day high schools can no more do that job than could present-day kindergartens. Large proportions of their present make-believe offerings of so-called industrial, commercial, agricultural and other educations are in actual functioning only shams. And that is all due to recent changes in the economic world of productive economic work, above all to its extreme specialization and the near-failure within it of effective apprenticeship processes.

WHAT COLLEGE PRESIDENTS SAY is a highly interesting, and, in a sense, a thoroughly disheartening, book. Professor Knight has assembled in some 340 large pages selected expressions made during the last three quarters of a century by some 200 college presidents (and a very few others) on the following major topics: The College Presidency; The Purposes of Higher Education; The Weaknesses of Higher Education; Organization and Administration; Faculty Relations, and Obligations to Society. To those chapters he has a final one of his own: What do They Say?—A Summary.

"Education is the largest public business in the United States," says Dr. Knight in his Preface. One fourth of the people of the United States are enrolled, using a property equipment of some ten billion dollars. In this system the agencies of higher—post-secondary—education

counted in 1938 more than seventeen hundred institutions attended by some two million students.

"The presidents are, potentially, the most important and influential persons connected with these institutions," continues Dr. Knight. "Their statements on educational and other questions are considered important"—and he could even have said that they have frequently partaken of a pontifical quality. But "interpretation of the 600 and more statements assembled has not been attempted" by author Knight, although some personal emphases have been unavoidable in his "Summary" chapter.

The word "disheartening" has been applied above to this exhibit. What else can be said of the carefully weighed utterances of the executive managers of nearly two thousand public-service institutions, not so much because of the diversities of opinion shown of the basic purposes of those institutions, as because of the nearly universal habit of those managers of using only vague, equivocal and excessively romantic generalizations in designating such purposes? Note some of these over-philosophized expressions: "To prepare for life and not for making a living." "To lay the broad foundation of a general culture." "The true object of [college] education is not to load the young mind but to excite it." "The University has two great functions: the discovery of truth and the injection of that truth into the social life stream." "If education is rightly understood, it will be understood as the cultivation of the intellect."

The cumulative massing of such expressions in Dr. Knight's third chapter brings into relief to a startling extent the dominance of ill-defined and largely untested faiths in the operations of American colleges and universities. And it has been from large proportions of the younger faculty members of those same institutions that during our decade of depression have come most insistent demands for "economic planning" on nation-wide scales!

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RESEARCH AND STATISTICS

THE STATUS OF SOCIOLOGY IN SECONDARY SCHOOLS

THE purpose of this study was to determine what is being done to train the high-school student in social problems. The scope of the courses was taken from every state in the Union, and the study represents all types of school systems from the small-town independent high school to the large complex high schools of the metropolitan communities. A detailed, and carefully planned, questionnaire was sent to these various types of schools asking for an explanation of the courses offered in their schools, and the type of courses being offered in the curricula. The results were interesting from the standpoint both of the findings and of the comments obtained from the school heads.

From this study we note certain definite trends. For instance, there is a definite trend toward the recognition of the importance of social research and in making the social studies a core around which to build the secondary-school curriculum.

Ninety-eight per cent. of the schools that responded to our questionnaire offered a course either in sociology as such or in modern social problems. In both cases the contents of the course were approximately the same. Most of these schools offered their courses to seniors; a small number to juniors. No courses were found that were open to freshmen or sophomores. This indicates a trend toward building a stronger practical course which is used as a citizenship-training course for the high school. Since only a small fraction of high-school graduates attend college, emphasis on sociology in the upper grades of high school is very important.

In answering the question concerning the use of text-books, it was found that 99 per cent. of the schools used some type of text-book, although practically all expressed the regret that they had found no text in this field that is absolutely satisfactory for high-school needs. Among the various texts, "Our Changing Social Order," by Garwin, Gray and Groves, was the most popular, although less than one fourth of the schools were using it. The trend is toward the use of current materials and the making of local-community studies, with little stress on the text-book. This is perhaps due, in part, to the lack of a satisfactory text that presents the study as it is needed in the high-school field. Other texts

used by fewer schools were Ellwood's "Social Problems," Ross's "Civic Sociology," Landis's "Social Living," Towne's "Social Problems" and Finney and Mills, "Elementary Sociology."

Looking into the use of supplementary material as a means of building the course in sociology, we note a wide variation from college texts to periodicals of the type of the *Literary Digest*. Source books, government materials, newspapers, reports of social researches and various materials gathered from every source possible were used. It seems that the teachers in this field are on the lookout for materials with which to build a course that will give their students something that will be of use to them in their life careers.

As to methods of presentation of the subject matter, the stress is now being placed on project studies, supplemented by class discussions. The lecture method is sometimes used but not frequently in comparison with the two former types. This is a good indication that the high schools are aware of the fact that in order to present effectively the problems of social welfare and the problems of society, one must present them in their natural settings and attack them from the practical point of view.

The plan upon which the course is based reveals a trend toward the use of units. Ninety per cent. of the high schools are using the unit plan, varying from 18 units for one year of study to five units for one half year. The mean is eight units for one semester of study. In fact 96 per cent. of the schools offer only one half year, or one semester, and these center their units around the major problems of general sociology.

In the preparation required of the students, we note a wide variety of practices. The majority of the schools require a study of the text and reports on readings, class-group projects, written investigations and committee reports on certain community projects. It is interesting to find in this part of the study that the trend is to give the pupils an opportunity to draw personal conclusions in regard to the application of the principles learned in their studies.

In planning for this study it was anticipated that the problem of an efficient text-book would be clearly recognized by teachers of sociology in the high schools, and the question, "List what you think should be included in a good text-book for this class," brought a host of good suggestions that not only revealed the correctness of the assumption but brought out very valuable points that should lead to the production of a text to meet the challenge. The demand is for a book that is based on five or six units, that outlines definite procedures, furnishes a bibliography of readings and offers problems that can be adjusted to the local needs of any community. Teachers also want a syllabus to accompany the text that will allow for local adjustments and individual work as well as optional choices in various studies in the field of social problems. This book should be adapted to the 12th-grade level and offer a year of work. It should be a study of fundamentals of sociology, with stress on relationships, especially as they concern the home, the community and the historical background.

The type of problems and supplementary material suggested shows emphasis on vocational guidance as a part of the basic course on social problems. Magazines which stress such topics as occupations, broken homes and other social problems, etc., are suggested as supplementary materials to augment the materials outlined.

The writers were surprised to find that practically no high schools are now using any of the many workbooks available for the social-problems class; yet they are asking for a workbook or syllabus to accompany the new text. Apparently the available workbooks fail to meet the current needs.

The fact that 50 per cent. of the instructors now teaching the courses in sociology or social problems hold degrees in their subjects is encouraging. With this type of personnel, we may feel confident that the future holds gratifying possibilities for the study of sociology and that the subject will find its right place in the curriculum of the modern progressive high school.

The final question was an appeal to the reaction of the instructors in regard to the course as now being offered in the modern high schools. This revealed such constructive criticisms as follows: the course should be less scientific and more realistic; less emphasis on social pathology; more definiteness and fewer intangibles; more thoroughness with less emphasis on coverage; less emphasis on the formalistic approach with more stress on everyday problems of the

students. These criticisms serve as suggestions for the requirements of a new text-book and what should be emphasized in the construction and content of a newly planned course of study for sociology in the high schools. The information obtained from this brief study indicates that our secondary-school leaders are awakening to the need for this type of study in our high schools, and also the fact that we are confronted with a serious problem of meeting the challenge of high-school instructors for classroom tools that will meet their needs.

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PUBLICATIONS RECEIVED

Abstracts of Theses, 1940. (Graduate School.) *Bulletin* of the Tulane University of Louisiana. Pp. 122.

Abstracts of all theses accepted from candidates for advanced degrees in the Graduate School, Tulane University, for the 1939–40 session, and for the summer session of 1940.

The Alcohol Problem Visualized (Second edition). Published by The National Forum, 417 South Dearborn Street, Chicago, Ill. 1940. $0.75.

Facts, figures and findings of various specialists.

Carnegie Corporation of New York. (Report of the President and of the Treasurer for the year ending September 30, 1940.) Pp. 183. Carnegie Corporation.

A brief summary of this report is included under "Events" in the present number of SCHOOL AND SOCIETY.

FELT, EPHRAIM PORTER. *Plant Galls and Gall Makers.* Pp. viii + 364. Illustrated. Comstock Publishing Company, 124 Roberts Place, Ithaca, New York. 1940. $4.00.

Primarily a guide or aid to the identification of the nearly 2,000 plant galls listed in North America. A comprehensive introduction to a relatively unknown phase of natural history, which should interest both amateurs and professional botanists, since these deformities occur in a great variety of plants and excite general interest. The gall makers present some fascinating problems in biology, many of which await solution.

Fortieth Annual Report of the Executive Secretary, 1940. (College Entrance Examination Board.) Pp. x + 90. Published by the board. $0.25.

Report on the condition and progress of the College Entrance Examination Board during the fiscal year ending August 31, 1940, a report of which appeared in SCHOOL AND SOCIETY, October 5.

GACHET, ROCHELLE RODD. *Survey of Alabama Industrial Establishments as to Number of White Women Workers and Types of Work Performed, April–June, 1940.* (Vocational Advisory Service of Alabama College.) Pp. 33. The State College for Women, Montevallo, Ala. 1940.

GOLDSTEIN, HARRIET and VETTA. *Art in Everyday Life* (3rd edition). Pp. xxxvi + 497. Illustrated. Macmillan. 1940. $3.75.

Originally planned to serve as a text-book for students of art, of home economics and of salesmanship, as well as a helpful reference book for salesmen, store decorators, advertisers and homemakers, the present edition has been revised throughout, although retaining the general characteristics of the original volume.

GRAY, WILLIAM S. (compiled and edited by). "Reading and Pupil Development." *Proceedings* of the Conference on Reading held at the University of Chicago, Vol. II. ("Supplementary Educational Monographs," published in conjunction with *The School Review* and *The Elementary School Journal.*) Number 51. Pp. xi + 355. The University of Chicago. 1940. $2.00.

The Reading Conference was organized at the University of Chicago in 1938 to serve four purposes: to provide opportunity for the discussion of reading problems at various levels of general education; to stimulate critical discussion of current trends and needs in reading in various types of schools and at different grade levels; to describe and evaluate the methods and the results of recent experiments relating to reading; to stimulate further study of the many perplexing reading problems that are faced to-day in and out of school.

MCKUNE, LAWRENCE E. (editor). "Research in Student Adjustment." *Bulletin*, No. V, The English Section, Southeast Division, Texas State Teachers Association. Pp. 104. Published and bound in Thomas Jefferson Senior High School, Port Arthur, Texas. 1940. To non-members, $1.00 post paid.

Mathematics Instruction in the University High School by members of the department of mathematics of the University High School, University of Chicago. Publications of the Laboratory Schools, No. 8. Pp. xiii + 184. Published by the University. 1940. $1.00.

"The progress made in the organization of the curriculum in mathematics and its teaching in the University High School of the University of Chicago is so closely identified with the career of Ernst R. Breslich that a review of the present status of secondary-school mathematics in this institution is largely a review of his professional work."

The Programs of the Principals and Supervisors of The Aberdeen Public Schools. Pp. 44. 1940. $0.50.

STEGNER, MABEL. *Vitamins for Health and Beauty.* Pp. 39. Published by Home Institute, Inc., 109 West 19th Street, New York City. 1940. $0.15.

How to plan your meals in order to be "alert and radiant."

Summarized Proceedings for the period from January, 1934, to January, 1940, and *A Directory of Members* as of July 1, 1940, of the American Association for the Advancement of Science. Pp. ix + 1,109. Published by the A.A.A.S. 1940.

A brief history of the association from its founding in 1848 to 1940—its present organization and operation.

"The University of Colorado Studies," General Series (A), Vol. 26, No. 3. University of Colorado *Bulletin*, Vol. XL, No. 19. Containing "The Growth of a Science," by Francis Ramaley, and "Abstracts of Theses and Reports for Higher Degrees, 1940." Published by the university. 1940. $1.00.

WARNER, ROBERT AUSTIN. *New Haven Negroes,* A Social History. Pp. xiv + 309. Published for The Institute of Human Relations by Yale University Press. 1940. $3.50.

A fragment of American history and a specimen study of the interplay of local and national influences. The main objective has been to understand and to explain the manners, customs and social position of the Negroes of New Haven to-day. Fully a third of the book is devoted to the description of conditions at the present time and in the recent past (since 1900).